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Correction to
October 1978 issue of RIE

The first four resumes (ED 154 105–154 108) were inadvertently omitted from the Document Section of the October 1978 issue of *Resources in Education* (RIE). These four resumes are provided on a correction page with this issue. The index entries to them are to be found in the October issue. Organizations binding sets of RIE should bind the correction page in its proper sequence at the beginning of the Document Section of the October 1978 issue.

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RESOURCES IN EDUCATION

ED 156 821—157 987

December 1978

Volume 13 • Number 12

Contents

Introduction III

DOCUMENT SECTION

Sample Resume VI
Document Resumes 1

INDEX SECTION

Subject Index 165
Author Index 253
Institution Index 275
Clearinghouse Number/ED Number Cross Reference Index 289

NEW THESAURUS TERMS (added since last edition) 295

HOW TO ORDER:

ERIC Documents (from ERIC Document Reproduction Service) 299
Resources in Education (from Government Printing Office) 303
Other ERIC Products:
- Current Index to Journals in Education 304
- Thesaurus of ERIC Descriptors 304
- ERIC Bibliographies 305
- Cumulations of RIE 305
- ERIC Magnetic Tapes (ERICTAPES) 306
- ERICTOOLS 306

Selected Acronyms

BT —Broader Term
CH —Clearinghouse
CIJE —*Current Index to Journals in Education*
Comp. —Compiler
DHEW—Department of Health, Education, and Welfare
Ed. —Editor
ED —Accession Number Prefix (ERIC *D*ocument)
EDRS —ERIC Document Reproduction Service
ERIC —Educational Resources Information Center
GPO —Government Printing Office
HC —Hardcopy (i.e. reproduced paper copy)
MF —Microfiche
NIE —National Institute of Education
NT —Narrower Term
OE —Office of Education
RIE —*Resources in Education*
RT —Related Term
SN —Scope Note
UF —Used For

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Introduction

Resources in Education (RIE)——A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
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Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*E*RIC *D*ocument). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, and Institution.

Availability of Documents: The documents cited in *Resources in Education,* except as noted, are available from the ERIC Document Reproduction Service (EDRS), in either microfiche (MF) or hard copy (HC). The price per document is based on the number of pages and is subject to change over time. Current price information for documents, microfiche, and subscriptions to microfiche collections, is to be found on the page entitled "How To Order ERIC Documents," in the most recent issue of RIE.

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Should the documents be copyrighted, it would be helpful if you could include a letter giving ERIC permission to reproduce in Hard Copy and Microfiche, or Microfiche only.

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. The basic domestic annual subscription price is $42.70 a year. Detailed subscription information appears on the inside front cover and on the page in the back of *RIE* entitled *"How to Subscribe to Resources in Education."*

DOCUMENT SECTION

SAMPLE RESUME ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining document.

EDRS—availability through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy, i.e., reproduced paper copy. When described as "Not Available From EDRS", alternate sources are cited above. Prices are subject to change; for latest price schedule see page on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Education for Women

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)

EDRS: MF-$0.83 HC-$7.35

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the ***Thesaurus of ERIC Descriptors***. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's initials.

CORRECTION

The first four resumes (ED 154 105—154 108) were inadvertently omitted from the Document Section of the October 1978 issue of *Resources in Education* (RIE). These four resumes are provided below. The index entries to them are to be found in the October issue. Organizations binding sets of RIE should bind this page in its proper sequence at the beginning of the Document Section of the October 1978 issue.

ED 154 105 CE 007 757

Community Education Comparative GED Strategies. Volume I. Final Report.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V0007VA

Pub Date Jul 75

Grant—OEG-0-73-5212

Note—177p.; Charts, tables, and illustrations, as well as appended materials, will not reproduce well due to poor print quality; For related documents see ED 112 165 and ED 116 022

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Academic Achievement; Adult Education; Adult Students; Community Education; Demography; Educational Research; *Educational Strategies; *Educational Television; *High School Equivalency Programs; Individualized Programs; Methods Research; *Program Effectiveness; State Programs; Student Characteristics; Teaching Methods

Identifiers—*Kentucky

To assess different methods of preparation for the General Educational Development (GED) examination in rural and urban sites, a study was designed to compare three different types of delivery systems: (1) a support program alone without educational television (ETV); (2) ETV alone; and (3) ETV plus a personal contact, supplemental training support program. Two added conditions were (4) utilization of Kentucky Educational Television/GED Skills Packets in individualization of the system and (5) a group of students attempting the GED test without any known formal preparation. The population consisted of 303 persons preparing for the GED over a three year period. Delivery systems were compared in terms of the demographic characteristics of the students involved with each, and in terms of individual student academic skills gain measured by pre- and post-testing of basic skills and/or GED attainment. At the time of data analysis eighty-seven persons (28.7%) had attempted the GED and 91% were successful. Practical significance of the results of the analysis of variance of gain scores between students is that there is not much difference among the different support conditions, with or without ETV. It was concluded that ETV teaches as well as any other instructional method, that successful delivery of adult education and student achievement are dependent more on the nature of the client than upon the teaching/learning system, and that the greatest need in adult education calls for differentiation—varying procedures and response to varying needs. (Included are a literature review on previous efforts and research into uses of TV for GED preparation, description of the ETV program development, and complete data tables and analysis.) (JT)

ED 154 106 CE 013 467

Simmons, Jeanette

Patient Education Workshop: Summary Report.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date 76

Note—107p.; For related documents see CE 013 468-483, 608-609

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrator Role; Health Occupations; *Health Occupations Education; Health Personnel; Health Services; *Hospital Personnel; *Instructional Materials; *Medical Services; *Patients (Persons); Public Health

Identifiers—Patient Education

This report describes activities of a workshop conducted for fourteen health education practitioners and administrators from a number of different hospital and health care settings and geographical regions to appraise the state of patient education programs. The initiation and growth of patient education programs in a variety of health care delivery settings are described. The bulk of this report is contained in the appendixes, which include the following: a paper, "An Overview of Patient Education," by Dr. Jeannette Simmons, Harvard School of Public Health; a listing of regional sources of patient education materials; and seventy pages of a variety of patient education materials, such as a diabetic patient education program, teaching guidelines for the ostomy patient, and program design components for planning for specific patient education programs. (BL)

ED 154 107 CE 013 474

Ulrich, Marian

How Hospitals Evaluate Patient Education Programs.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date Aug 76

Note—10p.; Paper presented at the National Conference on Hospital-Based Patient Education (Chicago, Illinois, August 9-10, 1976); For related documents see CE 013 467-483 and CE 013 608-609

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adoption (Ideas); *Evaluation Methods; Health Personnel; Health Services; Hospital Personnel; Hospitals; Mangement; *Medical Services; Organizational Development; Patients (Persons); Program Descriptions; Program Development; Program Effectiveness; *Program Evaluation; Program Planning; Public Health

Identifiers—Patient Education

A patient education evaluation project and how it applies or might be useful to other hospital settings is discussed in this paper. The following topics are included: United Hospitals (St. Paul, Minnesota); situation and approach to patient education; description of the patient education evaluation project, including design, criteria, and elements of the system (program objectives, measures, performance expectancies, weight [ranking of objectives], client descriptors, and the management report); and the system's use in other hospital settings. (TA)

ED 154 108 CE 013 482

Simmons, Jeanette

Patient Education: An Annotated Bibliography.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date Nov 75

Note—15p.; For related documents see CE 013 467-483 and CE 013 608-609

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Annotated Bibliographies; Health Personnel; Health Services; Hospital Personnel; Hospitals; Medical Research; *Medical Services; *Patients (Persons); *Program Development; Program Evaluation; Public Health; Reference Materials

Identifiers—Patient Education

Topics included in this annotated bibliography on patient education are (1) background on development of patient education programs, (2) patient education interventions, (3) references for health professionals, and (4) research and evaluation in patient education. (TA)

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page
CE—Adult, Career, and Vocational Education	1
CG—Counseling and Personnel Services	19
CS—Reading and Communication Skills	28
EA—Educational Management	47
EC—Handicapped and Gifted Children	58
FL—Languages and Linguistics	74
HE—Higher Education	80
IR—Information Resources	92
JC—Junior Colleges	100
PS—Early Childhood Education	106
RC—Rural Education and Small Schools	113
SE—Science, Mathematics, and Environmental Education	119
SO—Social Studies/Social Science Education	133
SP—Teacher Education	144
TM—Tests, Measurement, and Evaluation	148
UD—Urban Education	157

CE

ED 156 821 CE 012 855

A Behaviorally Stated Accountability Model for Career Development. Project Care.

Andrews Independent School District, Tex.

Pub Date [75]

Note—269p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Career Exploration, *Career Planning, Class Activities, Curriculum Guides, Elementary Secondary Education, Learning Activities, *Vocational Development

Identifiers—Project CARE, Texas (Andrews)

This guide, designed for the use of teachers in planning and implementing career education programs, is part of the systemwide Project CARE (Career Awareness and Readiness through Education). The guide contains sections for each grade level from kindergarten through twelve, with focus in the elementary level on awareness, in the middle school level on orientation, and in the secondary level on exploration and readiness. Five career concepts are given for each grade, each with corresponding objectives, processes, and outcomes for each concept, along with class activities/resources, thinking skills, and subject content area (e.g., social studies, language arts). Forms for teachers' monthly reports to indicate progress in each objective and activity are appended. (MF)

ED 156 822 08 CE 013 466

Franken, Marion E.

Identifying Handicapped Students and Their Vocational Needs for 1977-1982.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 77

Grant—G007604416

Note—99p.

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin--Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 ($2.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Needs, *Handicapped Students, Needs Assessment, State Surveys, *Student Characteristics, Student Needs, Vocational Education

Identifiers—Wisconsin

A study was conducted to identify the cognitive, psychomotor, and affective characteristics of handicapped students 14-21 years of age, and their perceived needs in the community and in future education and training in Wisconsin. A 20% sample of these students' teachers was surveyed using a mailed, machine-scoreable instrument distributed on a state-wide basis. The following are some of the major results: students were mostly male, English speaking Caucasions having intelligence quotients below 80; they were generally below level in grade placement and achievement levels in specified subject areas; and their career goals lay in the areas of agriculture, manufacturing, consumer and homemaking education, and construction. The primary handicaps were mental retardation, emotional disturbance, and learning disabilities (neurological in nature). In a vocational technical adult education institution, they would need instruction using all learning modalities in an environment restricted to a small number of students. The study concluded that training in vocational education is needed for handicapped youth and adults. Seven recommendations were made including that vocational education programs be planned and implemented for handicapped students and that higher education institutions offer and vocational teachers and student counselors take courses related to working with the handicapped. The appendix includes a list of instrument validators, participating school districts, an analysis of the reliability of the instrument, a map of the vocational-technical adult education districts in Wisconsin, and a copy of the mailed instrument. (JH)

ED 156 823 CE 014 477

Knox, Alan B.

Adult Development and Learning. A Handbook on Individual Growth and Competence in the Adult Years for Education and the Helping Professions.

Pub Date 77

Note—696p.

Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($25.00)

EDRS Price MF-$1.33 HC-$36.83 Plus Postage.

Descriptors—Adjustment (to Environment), *Adult Characteristics, *Adult Development, *Adult Learning, *Adults, Developmental Stages, Developmental Tasks, Females, Learning Characteristics, Literature Reviews, *Performance, Personality Change, Physical Characteristics, Role Conflict, Social Influences, Textbooks

Identifiers—United States

This handbook provides a comprehensive overview of empirical knowledge about adult development and learning. It is addressed to practitioners in the helping professions who help adults adapt, learn, and grow. The handbook begins with an examination of the concept of adult development and a discussion of persons (practitioners) who facilitate adult development. The second chapter covers the ways in which the societal context of family, community, and nation influences the process of adult development and learning. In chapter 3 the life cycle trends in family role performance for United States adults is discussed. Chapter 4 presents generalizations about age-related trends regarding performance in education, occupation, and community. Physical condition and health are covered in the fifth chapter. Chapter 6 deals with stability and change in adult personality characteristics, including self-concept, adjustment, and morale. In chapter 7 the age-related trends in adult learning abilities and strategies are discussed. Examining the interrelationships among the major variables from the preceding chapters, chapter 8 focuses on women's roles in family and work. The ninth chapter covers adjustment to change events. The last chapter summarizes the book's major generalizations and their implications for social policy and action by practitioners. In the appendix the major tasks in conducting research on adult development and learning are discussed. An extensive bibliography completes the handbook. (EM)

ED 156 824 CE 015 088

Shapiro, David

Earnings Differentials among Unionized Workers in the Public and Private Sectors. (Revised.)

Ohio State Univ., Columbus. Center for Human Resource Research.

Pub Date Jul 76

Note—30p.

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 1375 Perry Street, Suite 585, Columbus, Ohio 43201 ($0.80)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Blacks, Blue Collar Occupations, Collective Bargaining, Employer Employee Relationship, *Government Employees, Human Capital, *Industrial Relations, Labor Economics, Racial Factors, *Salary Differentials, *Union Members, Unions, Wages, White Collar Occupations

Using data from the 1971 National Longitudinal Survey of middle-aged males, this survey simultaneously examines wage differentials in unionized and nonunionized employment in both the public and private sectors. Unlike previous studies conducted by Daniel S. Hamermesh, and Walter Fogel and David Lewin, this study includes a large sample that is employed (1,744

whites and 713 blacks), and utilizes controls such as the effect of individual characteristics, region, city size, and occupation group. Within a human capital framework, separate differentials are estimated for white-collar and blue-collar workers, and for whites and blacks. The data indicate that public sector unions have been unsuccessful in raising the earnings of white-collar employees in government, but that they have raised the earnings of blue-collar workers. The evidence also suggests that collective bargaining is more profitable for blacks than whites in the private sector, but that in governmental positions its effect is the same for both racial groups. In general, government unions are not more powerful than their private counterparts since the earnings of unionized public workers are either equal to or somewhat below those of private unionized employees. (Author/ELG)

ED 156 825 CE 015 216
Coggins, Chere C.
Toward a Definition of Individual Growth in the Context of Rural Community Problem Solving.
Pub Date Apr 78
Note—19p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Development, Adults, Citizen Participation, *Community Development, Community Problems, *Growth Patterns, Measurement, Mental Development, *Models, *Personal Growth, Problem Solving, Rural Areas

The growth of individuals participating in community problem solving activities within a rural setting was the focus of this study. Using grounded theory methodology, data was obtained from literature, interviews with participants in four rural community problem solving groups, and one participant-observation study of a rural community problem solving group with subsequent interviews. The data illustrated that individual growth did occur as a result of involvement in community problem solving activities. A model consisting of four categories of individual growth emerged from the data. These categories, based upon a person's relationship to life, include (1) stance toward self, (2) stance toward others, (3) stance toward life, and (4) stance toward knowledge/process. Within each of these categories, specific properties (indicators of growth) were identified. Some examples of these properties from the four categories respectively are (1) self awareness and sense of personal worth, (2) understanding of others and appreciation of others, (3) depth of involvement, (4) knowledge and appreciation of problem solving processes and (5) future orientation. (In the concluding sections, this paper discusses the interrelationships that exist within the model of individual growth and the challenges that adult educators face to maximize the growth of individuals participating in community problem solving activities.) (EM)

ED 156 826 CE 015 675
Bramson, Leon Kohn, Lisa
Mid-Life Career Change.
Pub Date Oct 75
Note—128p.; Appendixes A and B (excerpts from Never Too Old to Learn) and Appendix D (an excerpt from Faculty Development in a Time of Retrenchment) were removed for copyright reasons (see, respectively, ED 105 194 and ED 089 621 for ordering information); Appendix C, a budget, was removed by the author
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Adult Counseling, *Adult Development, *Adult Programs, Adults, *Career Change, Career Choice, Employment Patterns, Housewives, Labor Force, Labor Turnover, *Literature Reviews, *Middle Aged, Occupational Choice, Occupational Mobility, Vocational Counseling, *Vocational Interests, Working Women

This report deals primarily with the literature involving mid-career changes within the paid labor force. Changes from unpaid to paid employment and the career shift of the housewife who joins or rejoins the labor force are considered, but shifts to unpaid work, volunteer jobs, and early retirement without a second career are not included. The focus of this examination of career change emphasizes a shift in the occupational field to a new career pattern. The information based on a literature review is organized in the following manner: definitions of mid-career change and other related terms; potential interest in mid-career change; historical, sociological, and psychological perspectives on work; theories of adult development and mid-life crisis; policy and reform; and programs to facilitate career change. Research recommendations conclude the report. Annotated bibliographies from several sources are included in the appendixes. (BM)

ED 156 827 CE 015 718
Educational Scholarship Guide for Vietnam POW/MIA Dependents.
Veterans Administration, Washington, D.C.
Report No—DA-Pam-352-3
Pub Date Mar 77
Note—63p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 008-020-00675-1)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Dependents, Educational Legislation, Federal Aid, Federal Legislation, Guides, *Information Sources, Military Personnel, *Post Secondary Education, Scholarship Funds, *Scholarships, School Location, State Aid, State Legislation, Student Costs, *Student Financial Aid
Identifiers—*Missing in Action, *Prisoners of War

This guide is designed to help the dependent child of a parent officially listed by the Department of Defense as a Prisoner of War (POW) or as Missing in Action (MIA) in Southeast Asia to locate possible sources of financial assistance for postsecondary education. The first two sections cover the three origins of benefits available: the state, the Federal Veterans Administration (VA), and private scholarships. For each state, the specific law that applies to educational aid for POW/MIA dependents is cited; eligibility requirements are outlined; the benefits are described, including the location of schools where they may be applied; and addresses for additional information and application forms are given. Section 3 outlines how to obtain the facts and forms needed to apply for financial aid, including the service report of casualty form, the VA claim number, a social security number, proof of residence, birth certificate, and adoption or legal custody certificate. Additional sources for information are listed in section 4. (ELG)

ED 156 828 CE 015 804
Tough, Allen
Major Learning Efforts: Recent Research and Future Directions.
Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
Pub Date Mar 78
Note—27p.
Available from—Department of Adult Education, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Education, Adult Learning, *Adults, *Educational Interest, Educational Needs, Foreign Countries, *Learning Activities, Learning Motivation, Literature Reviews, *Participant Characteristics, Participant Involvement, Program Length, *Program Planning, *Research Needs, Surveys
Identifiers—United States

In this paper, the author reviews the research done on the learning efforts of adults and presents some high-priority directions for the future. The paper first defines major learning efforts (learning projects) and describes some recent changes in the practice and focus of adult education. It then provides a general picture of the frequency of adult participation in learning projects as well as of the duration and planning of these projects. A review then follows of several surveys which provide data on the learning efforts of adults in varied populations. These surveys are grouped according to their focus under the following categories: geographical areas, older adults, occupational categories, educational level, and peer groups. The author also summarizes a few studies that focused on motivation, the learner's planning tasks, and persons who help with the planning. The concluding section suggests eight research and development projects for the future. (EM)

ED 156 829 CE 015 939
Fredrickson, Ronald And Others
Guide for the Development and Operation of Career Resource Centers in Schools.
Massachusetts Univ., Amherst. Inst. for Governmental Services.
Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Pub Date Nov 77
Note—54p.; Photographs in this document may not reproduce well
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Audiovisual Centers, *Career Education, *Community Involvement, *Delivery Systems, Elementary Secondary Education, Facility Requirements, Information Centers, Information Dissemination, Information Storage, Occupational Information, Personnel Needs, Program Guides, *Program Planning, *Resource Centers, Resource Guides, Resource Materials, Testing

This guide is intended to serve as a basic information source for those seeking to establish a Career Resource Center (CRC) in a school or other community agency. The content is presented in eight chapters. The first one, an introduction, covers the role and benefits of CRC's, while the focus of chapter 2 is on the rationale for career education and CRC's. The third chapter presents program criteria for a CRC within a school setting and examines staffing, location, funding, and working with teachers. Chapter 4 discusses materials for the CRC, including criteria for the section of materials, classification and filing of occupational information, organizing a filing system, and materials to place in the Center. The use of tests and inventories as well as the computer in the CRC are briefly discussed in chapters 5 and 6. Chapter 7 focuses on how the CRC works with the community and includes brief discussions of a speakers bank, field trips, the CRC as a resource for students seeking employment, and adults in the community. A chapter on public relations concludes this booklet. Guidelines for preparing and evaluating occupational materials, a student interest survey form, and a list of audiovisual equipment for the CRC are appended. (EM)

ED 156 830 08 CE 015 994
Research Projects in Vocational Education. Fiscal Year 1977 Program.
Office of Education (DHEW), Washington, D.C.
Pub Date 18 Jan 78
Note—57p.; Not available in hard copy due to reproducibility problems; For a related document see CE 015 995
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Federal Aid, Government Publications, *Grants, Program Descriptions, *Research Projects, *State Programs, *Vocational Education
Identifiers—Vocational Education Amendments 1968 Part C

Information on this list of vocational education research projects for fiscal year 1977 includes the following: state name and project number; grant number or contract number; grantee or contractor and project director's address; the title of the project; project time period; and the amount of the grant. A section is also provided for the special projects authorized by the Commissioner of Education under FY 1977 funds. Concluding the document is a summary sheet giving the total number of projects funded and the total amount of funds expended for the projects. (JH)

ED 156 831 08 CE 015 995
Braaten, Larry Miller, Annette
List of State-Administered Exemplary Projects in Vocational Education. Fiscal Year 1976.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date Aug 77
Note—78p.; For a related document see CE 015 994
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Demonstration Projects, *Federal Aid, Federal Legislation, Government Publications, *Grants, Program Descriptions, *State Programs, *Vocational Education
Identifiers—Vocational Education Amendments 1968 Part D

This publication provides a listing of the exemplary projects supported in each state through grants and contracts funded by the states under Section 142(d) of part D of the Vocational Education Amendments of 1968. The listing, which is arranged alphabetically by states, shows the title of each project, the name of the grantee or contractor, and the amount of Section 142(d) funding obligated for the project. (JH)

ED 156 832 CE 016 245

Kromhout, Ora M. And Others

The Systematic Design, Development, and Evaluation of Competency-Based Instructional Materials for Employability Skills.

Pub Date Mar 78

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Basic Skills, Behavioral Objectives, *Career Education, Career Planning, Criterion Referenced Tests, *Curriculum Development, *Curriculum Evaluation, *Instructional Materials, Job Search Methods, Material Development, *Performance Based Education, Secondary Education

Identifiers—*Employability Skills

Described in this paper is the development and evaluation of the Employability Skills Series by the Florida Department of Education, 1975-1977. Focusing on skills involved in getting and keeping any job, the series is intended for use with secondary students and adults and is on approximately a fifth grade reading level. It consists of six student booklets, an instructor's guide for each, an annotated resource guide, an educational game, and a filmstrip/cassette. Four features are considered essential in the competency based series: (1) the statement of objectives as measurable, observable activities, (2) the possession of objectives by students as well as instructors, (3) the matching of instruction and tests to objectives, and (4) criterion referencing for student evaluation. When the project staff consulted teachers and district and state administrators about the type of materials considered most useful, teachers requested the adaptable, student-oriented type rather than curriculum guides. Materials were tested three times during the development (one-on-one testing, small group testing with one or two classrooms, and a field test which involved four to six classrooms), and pre- and posttests were administered to measure effectiveness. Tested classes ranged from seventh grade to adult, and eighty-six classes and fifty-nine teachers in ten counties were involved in the small group tests and field tests. The decisions considered most important in designing the series were to develop validated student materials and to choose a format which allows an instructor to choose individual units and select objectives. It was concluded that, based on reaction to date, those were good decisions. (Data tables and references are appended.) (VB)

ED 156 833 08 CE 016 484

Curriculum Models for Consumer and Homemaking Education.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—99p.

Available from—California State Department of Education, Bureau of Publications, State Education Building, 721 Capitol Mall, Sacramento, California 95814 ($3.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Community Colleges, *Consumer Education, Curriculum Design, *Curriculum Development, Demonstration Programs, Educational Objectives, High School Curriculum, Home Economics, Homemaking Education, *Models, Post Secondary Education, *Program Descriptions, Program Development, *Program Evaluation, Secondary Education

Identifiers—California

The purpose of the project reported here involving six high schools and one community college in California was to implement and evaluate consumer education curriculum models comprised of instructional modules developed by teachers in each of the participating schools. After presenting a brief overview of the project, this report describes the seven curriculum models. Described for each are the following: administrators and department staff, the school community, the school, the consumer and homemaking education department, special features of the program, goals for consumer education, aspects of consumer education taught in courses, and staff evaluation of the project outcomes. Appended to the report are a status report of curriculum models form, a student population information sheet, a checklist of steps in field-testing modules, a checklist for assessing the curriculum module, an example of an instructional module, and a sample pre- and post-test. (EM)

ED 156 834 08 CE 016 490

Olsen, Les And Others

Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers. Suggestions for Teachers and School Administrators in Developing Educational Programs for Out-of-School Young Farmers. (Revised.)

Office of Education (DHEW), Washington, D.C.

Pub Date [78]

Note—88p.; Photographs in this document may not reproduce well

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Agricultural Education, *Guidelines, Post Secondary Education, *Program Development, Program Guides, Program Planning, Secondary Education, *Vocational Education, *Vocational Education Teachers, *Young Farmer Education

Designed to help vocational educators, including both teachers and administrators, in secondary and postsecondary institutions to plan, finance, and conduct instructional programs for young farmers and young agribusiness personnel, this manual focuses upon the need and importance of such adult vocational education and provides specific suggestions for recruiting and organizing students, determining the instructional program, teaching the class, following up on the instruction with visits to students, assessing the program's effectiveness, and developing a Young Farmer Educational Association. Appendixes include the results of an inquiry of the returns on the educational investment for the young farmers; points to remember in setting family and business goals; an objective rating list for goals; a sample constitution and bylaws for a state young farmers' association; and a sample constitution and bylaws for a local young farmers' association. (VB)

ED 156 835 CE 016 522

Danielson, Gloria

A Study to Determine the Needs Perceived by St. Louis Adult Basic Education Students.

Pub Date Jan 78

Note—92p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education Programs, Educational Needs, *Educational Objectives, Educational Research, Faculty Evaluation, *Needs Assessment, *Participant Satisfaction, *Program Evaluation, *Program Improvement, Student Needs, Student Opinion, Surveys

Identifiers—Missouri (Saint Louis)

A survey of Adult Basic Education (ABE) students attending class at seventeen learning centers in St. Louis, Missouri, was done to determine if the ABE teaching staff were meeting the felt needs (objectives) of the students. In general, it was found that the program staff has been successful in identifying and meeting the needs of the individual students. Overall, the twenty-one objectives listed in the survey form were all marked important by the students and no new ones were indicated. However, some needs are not receiving the priority indicated by the students, while others are being given more emphasis than necessary. Although understanding the metric system and practicing its use were ranked first and second, respectively, only twenty-five percent of the students are receiving metric education. Career information was listed next after the metrics and basic skills, but only fifteen percent of the students are receiving this information. Letter writing was considered important but given more emphasis than necessary. Consumer rights and responsibilities were ranked midway in the list of priorities but receive no attention. (This report concludes with twenty-two recommendations. The appendix includes the educational objectives for the Missouri Basic Essential Skills Test [BEST] and the survey form.) (EM)

ED 156 836 08 CE 016 527

Vocational and Technical Education Selected Statistical Tables, Fiscal Year 1976. Vocational Education Information No. II.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Mar 78

Note—109p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Annual Reports, *Enrollment, *Expenditures, Placement, Post Secondary Education, Records (Forms), Secondary Education, *State Federal Aid, *State Programs, *Statistical Data, *Vocational Education, Vocational Education Teachers

This report consists of computer printouts of vocational education statistical data by state. It was compiled from state vocational education reports submitted to the U.S. Office of Education for fiscal year 1976. The series of state-by-state tables include nineteen relating to expenditures (e.g., by target group, by level, by functions), three relating to number of teachers, one dealing with teacher training, twenty-one relating to enrollment in various programs, and four relating to placements of program completions. It is noted that the data should prove useful to all persons interested in assessing the scope and progress of vocational education in the U.S. and particularly those concerned with planning and evaluation. (The tables reflect programs, services, and activities carried out during FY 1976; however, the expenditures include federal funds carried over from FY 1974 and FY 1975. Programs were financed by federal, state, and local funds and were conducted under the approved state plan for vocational education. Federal funds used to support the state programs were authorized by the Vocational Education Act of 1963 as amended, PL 90-576.) The appendix includes copies of annual vocational education report forms. (JH)

ED 156 837 CE 016 573

Hole, F. Marvin Byrd-Bredbenner, Debra Carol

Coordinated Inservice Leadership Development for Practical Nurse Teachers and Coordinators. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 9. Volume 16, Number 3.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date Jun 78

Note—181p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Education, Coordinators, *Curriculum Development, Health Occupations Education, *Inservice Programs, Inservice Teacher Education, *Practical Nursing, Program Descriptions, Program Improvement, Teacher Improvement, Teacher Workshops, Vocational Education Teachers

Identifiers—Pennsylvania

Five inservice workshops for coordinators and teachers of practical nursing were conducted to provide a coordinated approach to curriculum development and to the teaching of practical nursing throughout the state of Pennsylvania. In addition to providing up-to-date information on curriculum development, design, and revision, topics such as mainstreaming the disadvantaged and handicapped learners into the practical nurse programs, recognition of the need for change in the health system, and need to examine curricula for career mobility were included. Based upon the findings of the project, these recommendations were made: that a course be developed on the legal aspects of health occupations education and be presented on a continuing basis throughout the state; that a long-term program be implemented to meet the inservice needs of coordinators and teachers in the area of improvement of instruction-curriculum development, evaluation, articulation, and delivery systems; and that a series of workshops be presented in such areas as staff development, career ladders and mobility, teaching methods, and counseling. (Evaluation instruments and selected materials utilized in the workshops are included in the appendixes.) (JH)

ED 156 838 CE 016 605
Youth Serving the Community: Realistic Public Service Roles for Young Workers. Final Report.
National Child Labor Committee, New York, N.Y.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date Mar 78
Grant—21-36-77-12
Note—106p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Bibliographic Citations, Community Programs, *Employment Programs, Federal Legislation, Federal Programs, Job Development, Needs Assessment, *Program Descriptions, Program Planning, Projects, *Public Service Occupations, *Work Experience Programs, *Youth Employment
Identifiers—Comprehensive Employment and Training Act 1973, School to Work Transition, United States, Youth Employment and Demonstration Projects Act
This report on youth employment programs is intended to help prime sponsors and program operators implement innovative youth employment efforts under the Comprehensive Employment and Training Act (CETA) and the Youth Employment and Demonstration Project Act (YEDPA). The content is in two chapters. Chapter 1 covers the introduction, meeting community needs, recognizing needs of youth, staff, and project elements. The second chapter, comprising most of the report, provides brief descriptions of work experience projects (many of which involve adults but can be adapted to meet the needs and abilities of youth) in the following ten areas: housing, health, environment and conservation, social services, public safety, public works, cultural and beautification, education, economic and community development, and clerical and administrative. Each of the many projects covered includes project title, city and/or state, bibliographic citation, and description. A bibliography containing 156 references is attached. (EM)

ED 156 839 CE 016 615
Guidelines and Minimum Standards for Operation of Texas Proprietary Schools. (Revised.)
Texas Education Agency, Austin. Div. of Proprietary Schools and Veterans Education.
Report No—TEA-Bull-739
Pub Date Nov 77
Note—59p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Accreditation (Institutions), Administrator Guides, *Guidelines, Hearings, Program Guides, *Proprietary Schools, State Legislation, *State Standards
Identifiers—Texas, Texas Proprietary School Act
This guide, prepared to assist owners and managers of proprietary schools in Texas in applying for and obtaining approval by the Texas Education Agency, provides guidelines and minimum standards of practice for proprietary school operation. First, the guidelines are discussed in terms of definitions, exemptions, general provisions, certificates of approval, and permits for representatives. Focus of the second section is on minimum standards for the operation of proprietary schools and includes personnel, admission requirements, conduct policy, tuition and fees, cancellation and refund policy, instructional program data, advertising, minimum progress and attendance standards, financial stability, maximum pupil-teacher ratio, and records. The third section deals with hearings before the Commissioner of Education and covers topics, such as nature of hearings and appeals, service of pleadings, prehearing conference, notice of hearing, order of procedure at hearing, reporter, subpoenas, proposal for decisions, and motions for rehearing. Then follows a section on appeals to the State Board of Education for contested cases arising under the Texas Proprietary School Act and includes procedure for appeal, testimony and evidence, decisions, and rehearing. The last section covers the Texas Proprietary School Act, including general provisions, general powers and duties, authorized operation of schools, appeal, class action suits, and funding. (EM)

ED 156 840 CE 016 622
Walstedt, Jane
State Labor Laws in Transition: From Protection to Equal Status for Women. Pamphlet 15.
Women's Bureau (DOL), Washington, D.C.
Pub Date 76
Note—25p.; Maps and charts in this document may not reproduce well
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-002-00049-5, $0.35)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Equal Opportunities (Jobs), Federal Legislation, Minimum Wage, Personnel Policy, *Sex Discrimination, *State Legislation, Work Environment, Working Hours, *Working Women
Identifiers—United States
This booklet summarizes state labor laws of special interest to women and highlights trends evidenced in the past dozen years. Although focus is on state laws, information is provided on their federal counterparts to the extent needed to clarify the effect of the state enactments. The content covers minimum wage, premium pay for overtime, equal pay, fair employment practices, Title VII (the equal employment opportunity section of the Federal Civil Rights Act of 1964), maximum hours, nightwork limitations, occupational limitations, weightlifting limitations, limitations on employment before and after childbirth, meal periods, rest periods, seating, occupational safety and health, and decisions ahead. The appendix includes the basic provisions of Title VII, guidelines on sex discrimination issued under that law, and a chart showing the current status of labor laws affecting women in each state. (EM)

ED 156 841 CE 016 639
Solberg, Eugene V.
An Analysis to Determine Competencies with Electronic Instruments for an Associate Degree Program in the Wisconsin VTAE System.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date Jun 78
Note—92p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Associate Degrees, *Course Content, Course Objectives, Curriculum Development, *Electronics, *Electronics Industry, *Electronic Technicians, *Needs Assessment, Skill Analysis, Surveys, Technical Education
Identifiers—Minnesota, Wisconsin
In order to prepare an up-to-date instruments course and provide data on which to publish a text for an associate degree electronics curriculum, the investigator of this study (a competency analysis) surveyed twenty-four Wisconsin- and Minnesota-based firms to identify job entry skills expected of electronics technicians. Of the firms surveyed, twenty-two employer/supervisors and twenty-one technicians ranked instruments, competencies, and general electronics concepts. Their combined opinions showed that five instruments (digital voltmeter, analogue voltmeter, oscilloscope with triggered sweep, D.C. power supply, and recorders/printers) should form the core of an instrument course. Concepts relating to grounding and accuracy were also considered to be a part of the basic groundwork. From this competency analysis an instrument course was identified. Two of the five conclusions presented were that it was possible to identify instruments and competency priorities by using a competency analysis and that the process of competency analysis provides instructors with information on which to build or revise an instrument course. (Data collection instruments are included in the appendix.) (JH)

ED 156 842 CE 016 692
Senier, John
Post-High School Activities of the 1973 Graduates by Race and Sex.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date Jan 75
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Asian Americans, Black Employment, Black Students, *Comparative Statistics, *Employment Trends, *Enrollment Trends, Females, *Graduate Surveys, *High School Graduates, Males, Post Secondary Education, *Private Schools, *Public Education, Spanish Americans, Vocational Education
Compared in this document are the post-high school activities of the 1972 and 1973 graduates from public and nonpublic high schools in Pennsylvania. Areas of comparison were (1) enrollment in a postsecondary degree-granting institution (PDGI) vs. other activities (enrollment decreased by 5,172 students from 1972 to 1973; the number finding work increased slightly; 750 fewer students entered the military); (2) public vs. nonpublic high school graduates (40% public vs. 54.5% private school graduates entered a PDGI, and 3.5% vs. 1.7% entered the armed forces); (3) public high school graduates by sex (an almost equal number graduated, but 2,180 fewer women entered a PDGI and left the state, more entered an associate degree-granting business school); (4) 1973 public high school graduates by race and sex (regardless of race, more males attended a PDGI; the majority of Oriental Americans went to college, whereas the percentage of Blacks was below that of all graduates); (5) post high school activities of public academic program graduates (of the 38% in academic programs, 50.1% were male; the majority of Oriental Americans were in academic programs; Black and Spanish Americans were underrepresented); (6) post high school activities of public vocational-technical program graduates (35% of 1972 graduates and 40.4% of 1973 graduates were vocational-technical students, but only 12.5% attended PDGIs); and (7) 1973 graduates and employment (31% employed with 13% of that total from nonpublic schools; more females had received vocational training; the proportion of Blacks and Spanish Americans who entered the labor force was about the same as for all graduates, though a much smaller proportion of these were from academic programs; and less than 8% of Oriental American public school graduates worked immediately.) Data tables are appended. (VB)

ED 156 843 08 CE 016 700
Warmbrod, Catharine P., Comp. And Others
Technical Assistance Conference. Business-Industry-Labor Inputs in Vocational Education Personnel Development (Columbus, Ohio, April 3-5, 1978)
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date Jun 78
Contract—OH-V-706N
Note—210p.; For a related document see CE 016 707
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Business Responsibility, Community Cooperation, *Community Involvement, Conference Reports, *Cooperative Planning, Educational Responsibility, Faculty Development, *Industry, Inservice Teacher Education, *Labor, School Industry Relationship, *Staff Improvement, State of the Art Reviews, State Programs, *Statewide Planning, *Vocational Education
Identifiers—United States
This report summarizes the proceedings of a technical assistance conference held for thirty vocational education representatives from ten states. The goal was the development of plans of action for increasing the involvement of business, industry, and labor in vocational education personnel development programs. Section 1 contains five conference papers on strategies for involving business, industry, and labor in personnel development. The titles of these papers are (1) Role and Responsibility of Industry in the Professional Development of Vocational Educators, (2) Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators, (3) Working Effectively with the Community Power Structure, (4) Using Advisory Committees Effectively or Fifty Ways to Get More Out of Your Advisory Committee, and (5) Can Labor Play a Meaningful Role in Vocational Education Staff Development? The second section provides status reports and plans of actions for the ten participating states. Each of these state reports summarizes current efforts (state-of-the-art) to utilize business-industry-labor inputs in vocational education personnel development programs, identifies gaps and deficiencies in this effort, and presents a plan of action for the coming year. The last section summarizes a panel discussion on facilitators and inhibitors in implementing vocational education staff development plans involving business, industry, and labor. (EM)

ED 156 844 08 CE 016 707
Cap, Orest And Others
Technical Assistance Handbook for Increasing Business, Industry, and Labor Inputs into Vocational Education Personnel Development Programs.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date Apr 78
Contract—OH-V-706N
Note—203p.; Some pages in this document may not reproduce well due to small or faint print; For a related document see CE 016 700
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Advisory Committees, Community Cooperation, *Cooperative Planning, Educational Resources, *Faculty Development, *Industry, Inservice Teacher Education, Internship Programs, *Labor, *Program Development, Program Evaluation, Program Planning, Resource Materials, *Staff Improvement, Teacher Workshops, *Vocational Education Teachers, Work Experience Programs
This handbook is designed to help staff development persons, departments, and agencies use various educational approaches to involve business, industry, and labor in the professional development of vocational educators. The content is in ten chapters, and each one includes one or all of the following: rationale, benefits, content (includes planning, implementing, and evaluating), selected references, and resource materials (a variety of forms, letters, suggested procedures, and other similar aids that would be useful to vocational educators). The titles of these chapters are (1) Staff Development Programs with Inputs from Business, Industry, and Labor, (2) Workshops and Conferences--Effective vehicles for Staff Development, (3) Cooperative Internships--Contributions to Staff Development, (4) Structured Occupational Experiences--Establishing Structured Occupational Experiences Involving Business, Industry, and Labor, (5) Personnel Exchange Programs between Business-Industry-Labor and Vocational Education, (6) Advisory Committees--Establishing Educational Advisory Committees That Involve Business, Industry, and Labor, (7) Resource Persons from Business, Industry, and Labor, (8) Site Visits Arranged with Business, Industry, and Labor, (9) Resource Development--Support from Business, Industry, and Labor, and (10) Evaluating the Staff Development Program. (EM)

ED 156 845 CE 016 735
Skupin, Joseph F.
A Follow-Up Study of the Development and Implementation of an In-Service Training Dealing with the Use of Advisory Committees in Michigan's Vocational Education Programs.
Central Michigan Univ., Mount Pleasant.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Bureau No—3255-7174-B
Pub Date [76]
Note—105p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Administrative Personnel, Administrator Attitudes, *Advisory Committees, Followup Studies, *Inservice Programs, Inservice Teacher Education, *Program Effectiveness, State Programs, State Surveys, Teacher Attitudes, *Teacher Workshops, Trainers, *Vocational Education, Vocational Education Teachers
Identifiers—Michigan
To ascertain the effectiveness of the inservice approaches utilized in the original Michigan Vocational Education Advisory Committee Project, a followup state survey was conducted. The original project, to improve the operating effectiveness of vocational education advisory committees throughout the state, involved (1) development of a guide to provide inservice education for vocational directors, teacher-educators, teachers, and advisory committee members, (2) a series of fifteen regional workshops to acquaint teachers and administrators with materials and techniques, and (3) utilization of second-party trainers as workshop leaders for a series of additional workshops. Analysis of data showed that 90% of the 900 participants received the Guide for Effective Utilization of Advisory Committees; three-fourths felt it was useful; vocational administrators expressed a need for more information on the State Plan and ongoing vocational technical programs; many teacher-educators are not updated to developments in the field; advisory committee members are not knowledgeable in some areas of their involvement; and the second-party trainer approach was effective due to the person-to-person communication lines that developed between teachers, administrators, and second-party trainers. Recommendations include continuation of the second-party trainer approach for both inservice and for information dissemination. (Over half of the report consists of data tables and appended survey materials.) (JT)

ED 156 846 CE 016 745
Schultz, Jerelyn B. Rougvie, Barbara S.
Group Learning Centers. Illustrated for Home Economics. A Strategy for Use in Classes Mainstreaming Disabled Students.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date 77
Note—203p.; For a related document see CE 016 746
Available from—Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Consumer Economics, Daily Living Skills, Foods Instruction, *Handicapped Students, *Home Economics, Individualized Instruction, Instructional Materials, Junior High Schools, Learning Activities, *Learning Laboratories, *Mainstreaming, Sewing Instruction, Small Group Instruction, Student Characteristics, Student Needs, Teaching Guides, *Teaching Procedures
The purpose of this guide is to provide assistance for home economics teachers in gaining insight in working with mildly disabled students as individuals and as members of a mainstreamed class. Preceding the four major parts of this document are descriptions of the following related elements: characteristics of eighth and ninth grade students and provisions for their needs (including typical mild mentally and/or physically disabled learners); adult skills for living; group learning centers and group learning center teaching modules. The objectives, generalizations, and basic concepts of the learning center teaching module presented in this document are outlined in part 1. Two major plans for developing a learning center teaching module on the topic of consumer education are presented in part 2. (The plans are designed to be included in either a foods or clothing unit appropriate for an eighth or ninth grade mainstreamed class.) Each plan includes an overview of the use of learning centers, directions for using learning centers, a guide for learning center activities, and tips for classroom management. Part 3 contains the student materials needed for group learning centers, and part 4 contains the materials needed by the teacher. (A related document, CE 016 746, reports the research and development of this guide.) (BM)

ED 156 847 CE 016 746
Schultz, Jerelyn B. Rougvie, Barbara S.
Procedures for Teaching Skills for Living in Classes Where Mildly Handicapped Pupils Are Integrated with Nonhandicapped Pupils. Final Report.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date 77
Note—153p.; For a related document see CE 016 745
Available from—Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Consumer Economics, *Handicapped Students, *Home Economics, Individualized Instruction, Junior High Schools, *Learning Laboratories, Mainstreaming, Small Group Instruction, *Teaching Methods
To help Home Economics teachers prepare for the mainstreaming of handicapped students, a study was conducted based on the following objectives: (1) to encourage teachers to be willing to work with disabled students and to view these students as worthy individuals having educational needs that the teacher can assist them in meeting; (2) to identify essential skills for independent living, family living, and career; (3) to develop two or more instructional procedures/techniques for students with varying mental and physical abilities in grades eight and nine; (4) to assess the effectiveness of the developed instructional procedures/techniques for teachers working with both typical and mildly handicapped students; and (5) to prepare curricular guidelines based on the findings from the preceding objectives for dissemination. Group learning centers were selected as an effective teaching/learning strategy for use in the mainstreamed classroom. Three model plans for using this strategy were developed, pilot-tested, and compared for significant differences between plans in cognitive achievement and in student attitudes. Teaching attitudes toward the teaching/learning strategies were also evaluated. Data revealed that cognitive growth occurred for both the typical and mildly mentally disabled students and that all attitudes toward the learning center strategy were generally positive. (A related document, CE 016 745, provides a detailed description of the learning center strategies and the instructional materials.) (BM)

ED 156 848 CE 016 748
Assessing the Effect of Adult High School Completion Programs on Graduate Placement. Final Report.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.
Pub Date Sep 77
Grant—76-11-E-02-N
Descriptors—Adult Basic Education, *Educational Benefits, Employer Attitudes, Employment Opportunities, *Employment Practices, Employment Qualifications, Graduate Surveys, *High School Equivalency Programs, High School Graduates, *Job Placement, Personnel Policy, *Program Evaluation, State Surveys
Identifiers—Iowa
Three thousand eight hundred ninety-eight adults who had received a High School Equivalency Diploma (HSED) during 1976 in Iowa were surveyed to assess the impact of finishing a high school completion program on their placement after completion. Three hundred Iowa employers were also surveyed to analyze existing personnel policies and practices related to educational achievement, particularly the HSED. Based on responses from 1,433 program graduates and eighty-two employers, the findings indicated that HSED provides a vehicle for further education and training as well as open doors for job advancement or employment entry. The largest group of adults who took advantage of the HSED programs were either those who had left the formal education process one to five years ago or those who had been away from school for more than twenty years. It was also found that employers recognize the benefits of HSED completion. While few employers indicated that they provided financial rewards for HSED completion, most viewed this achievement as an indication of employee motivation, perseverance, and personal commitment. While most of the employers did not require high school graduation or its equivalent for employment, nearly all of them preferred this status. (The survey forms are appended.) (EM)

ED 156 849 CE 016 754
Ginzberg, Eli, Ed.
Jobs for Americans.
American Assembly, New York, N.Y.
Pub Date 76
Note—222p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (Spectrum Book S-AA-42, $4.50)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Economic Factors, Economic Research, *Employment, Employment Opportunities, Employment Patterns, *Employment Problems, Federal Legislation, *Federal Programs, *Job Development, Labor Market, Manpower Needs, *Manpower Utilization,

Needs Assessment, *Policy Formation, Racial Discrimination, Sex Discrimination, Time Perspective, Unemployment, Welfare
Identifiers—United States
Written under a contract with the National Commission for Manpower Policy, this book contains eight chapters (each by a separate author) intended to aid in charting a national employment strategy and assessing the goal of full employment. Three main themes that pervade the book are (1) the responsibility of the federal government to create jobs, (2) the shaping of governmental and nongovernmental policy to eliminate job discrimination against women and minorities, and (3) the limits of an expanded job program and alternative methods of providing support. In the first three chapters Moses Abramovitz, Robert M. Slow, and Arthur M. Okun review the reasons why the federal government has been so slow in recognizing the employment problem. Then, Lloyd Ulman describes traditional manpower policies and emphasizes that a well designed and implemented policy would broaden job opportunities for the disadvantaged. Both Barbara R. Bergmann and Andrew F. Brimmer continue this discussion of the effect of expanded employment on women and blacks, summarizing the nature of discrimination, the economic progress of minorities to date, and the need for further governmental efforts. In conclusion, Robert J. Lampman and Juanita M. Kreps consider two problems related to employment: first, the continuing need for welfare systems (income transfers) despite the successfulness of a federal job creation program, and second, the need for greater freedom in the timing of work in the life cycle and the extent to which people work. (ELG)

ED 156 850 CE 016 783
Datta, Lois-ellin
The New Congressionally Mandated Studies: Notes toward Species Identification.
Pub Date 8 Apr 78
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Research, *Evaluation Methods, Evaluation Needs, Federal Government, *Federal Legislation, Models, Problems, Projects
Identifiers—National Institute of Education
The new NIE (National Institute of Education) projects, Compensatory Education Study (Hill et al., 1976, 1977a, 1977b) and the Vocational Education Study (David et al., 1978), along with an earlier Safe Schools Study, are being considered in the evaluation community as possible new paradigms for research. Results of previous evaluation studies reveal several problems, among which were overly technical findings, reports arriving too early or too late, poorly designed evaluations, data requested only to bolster previous positions, etc. Characteristics for the new evaluations involve direct routes to Congress, considerable time allocation, and absence of constraints in the legislation on the design, measures, or analysis. Despite the improvements in the approach to evaluation, several problems are still encountered: (1) Congress often indirectly affects the evaluation paradigm when committee memberships change, resulting in a lack of knowledge concerning the design of a project and its purpose; (2) although an agency chosen to handle mandated studies needs to be able to quickly hire and fire personnel to procure talent for short periods and to quickly contract work, staffs to manage projects must be accommodated within agency ceilings, job expenditures must be negotiated with Congress, and inhibiting civil service procedure must be followed; (3) difficulty is encountered by evaluation teams who must effect communication with diverse groups within an organization; and (4) mandated studies cannot conflict. Though there is little research on mandated studies, it is concluded that evaluation cannot evolve quickly and adaptations must be made while the evaluation is in progress. (VB)

ED 156 851 08 CE 016 850
Otazo, Karen And Others
Identifying and Improving Vocational Instruction: A Handbook for Individualized Instruction for New Hampshire Vocational Educators.
Keene State Coll., N.H.
Spons Agency—New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.; Office of Education (DHEW), Washington, D.C.
Pub Date [76]
Grant—G007603809
Note—144p.; Some pages in this document may not reproduce well due to faint print
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Individualized Curriculum, *Individualized Instruction, Information Sources, Program Descriptions, *Program Development, Program Evaluation, *Teaching Guides, *Vocational Education
Identifiers—Dictionary of Occupational Titles, New Hampshire, Vocational Education and Occupations
Provided is a guide to individualizing instruction in vocational education. Background information on the Alternatives Approach to Individualization in Vocational Education (AAIVE) Project and an introduction to the publication are presented in section I. Section II contains a glossary of terms used in this handbook and in the literature pertaining to individualized instruction. Section III provides a system to identify the current level of individualization in a classroom: a questionnaire to ascertain the main elements of an instructional program and a chart to demonstrate where the elements fit into the broad framework of individualized instruction. Section IV discusses possible issues encountered in developing a program: administrative support, facility usage, planning time, scheduling, resource selection, implementation process, teacher-dependent and special needs students. Section V presents steps to individualizing a program: developing the curriculum, needs assessment, job family clustering, analyzing tasks, creating instructional objectives, selecting learning experiences, developing evaluation techniques, recordkeeping and followup, and putting the components together. Section VI is a resource and bibliography section including lists of model programs, information and resource centers, handbooks, catalogues, books and other publications relating to individualized instruction. Information on where to obtain or locate the information is provided. Section VII lists AAIVE project participating programs and administrators and consultants in the New Hampshire State Department of Education, Vocational-Technical Division; the section also describes writing behavioral objectives, outlines characteristics of different forms of media, and explains how to use the Dictionary of Occupational Titles and Vocational Education and Occupations. (JH)

ED 156 852 CE 016 858
Morton, J. B. Hatfield, Gary
Adult Needs Assessment in Oklahoma.
Oklahoma State Univ., Stillwater. School of Occupational and Adult Education.
Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Pub Date Dec 77
Note—67p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, *Adults, Demography, *Educational Interest, Educational Needs, *Educational Problems, Job Skills, Leisure Time, *Needs Assessment, Opinions, Skill Development, State Surveys, Tables (Data), *Vocational Education
Identifiers—Oklahoma
One thousand eighty-two adults in Oklahoma were contacted for telephone interviews to determine their perceived needs for vocational education. Based on 853 responses, the findings include the following: the two most convenient times adults are available for training is on a weekday in the morning or evening; the major barrier that limits participation in a training program is the lack of child care facilities at training institutions; twenty-three percent of the respondents were interested in leisure time education; the largest type of leisure time education that adults were interested in was for arts and crafts; the proportion of adults interested in skill training or leisure time education decreases as age increases; a larger proportion of females are interested in both skill training and leisure time education than males; a larger proportion of adults working part-time are interested in leisure time education; and the proportion of adults interested in leisure time education increases as the number of years of education increases. (This report includes thirty-seven tables. The interview questions in a flowchart format presenting the sequence in which questions were asked and the interview response sheet are appended.) (EM)

ED 156 853 08 CE 016 993
Project R-3. Gaming/Simulations, Careers, Personal Finance Unit.
Lockheed Missiles and Space Co., Sunnyvale, Calif. Education Systems.; San Jose Unified School District, Calif.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Report No—JDRP-74-13
Pub Date [77]
Note—92p.
Available from—Project R-3, 1635 Park Avenue, San Jose, California 95126 ($2.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Basic Skills, Career Awareness, *Educational Games, Junior High Schools, Mathematics, *Money Management, Reading Skills, *Simulation, Teaching Guides
Personal finance is the subject of this career oriented gaming/simulation manual for grades 7-9. Directly linked to basic skills in reading and mathematics, each game or simulation contains the following: a summary of each activity; a statement of learning objective(s) keyed to skill areas; a teacher's guide; and student activity sheets and materials required. Games/simulations included are the following: a simulation on the check writing process and on balancing checking accounts; a gamesheet activity in which two students in the role of bank tellers compete while carrying out banking procedures; a family budget simulation in which as the heads of households the students set up a budget and plan their expenditures and savings around it; and five case studies to give students additional practice in working with personal finance problems. (JH)

ED 156 854 CE 017 010
Lyon, Robert Gardner, Gene
Real Estate Career Opportunities.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
Report No—E-578-1M-88
Pub Date May 78
Note—58p.
Available from—Texas A and M University, Texas Real Estate Research Center, 209 Halbouty Building, College Station, Texas 77843 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Career Opportunities, Educational Experience, Employment Opportunities, Individual Characteristics, Job Skills, Job Training, Managerial Occupations, *Occupational Information, *Professional Associations, Property Appraisal, *Real Estate Occupations, Sales Occupations, Work Environment, Working Hours
Designed to provide basic information on the major entry-level career fields in real estate, this document can be used as a reference manual for counselors and instructors. The manual contains general information about the following real estate careers: salesperson, sales manager, broker, land developer, property manager, appraiser, mortgage loan officer, counselor, and real estate careers in research and education. More specific information is included on the careers of salesperson, broker, appraiser, and property manager. This information covers the following: specific job responsibilities; working conditions and accompanying tools; employment prospects; hours and compensation; and educational preferences, training, and personality traits. Finally, the purposes, designations, and qualifications for membership are given for the various related professional organizations. (BM)

ED 156 855 CE 017 011
Senior Citizen Higher Education Opportunity Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 3542 to Require Recipients of Federal Aid to Higher Education to Provide Senior Citizens with Access, on a Space Available Basis, to Already Scheduled Courses and Programs.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date 11 Jun 77
Note—106p.; Parts may be marginally legible due to small type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Access to Education, Educational Needs, Equal Education, Federal Legislation, *Higher Education, Program Administration, Program Attitudes, Program Descriptions, *Senior Citizens
Identifiers—Senior Citizen Higher Education Opportunity Act, United States
Reported here are the hearings on the Senior Citizen Higher Education Opportunity Act, which requires participants of federal aid to higher education to provide senior citizens with access, on a space available basis, to already scheduled courses and programs. The hearings were held in New York City on June 11, 1977, before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Major content of the document is the testimony of seven witnesses. (EM)

ED 156 856 CE 017 037
Teachers' Guide for Aviation Education. For Use in Grades Two Through Six. Communication Arts, Science, Social Studies, Health, Career Education.
Federal Aviation Administration (DOT), Washington, D.C.
Report No—GA-300-135
Note—229p.; Not available in paper copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Aerospace Education, Aviation Technology, Aviation Vocabulary, *Behavioral Objectives, *Career Awareness, Communication Skills, Educational Resources, Health Conditions, *Learning Activities, Occupational Information, Social Studies, Space Sciences, Teaching Guides, *Teaching Procedures
Identifiers—*Aviation
This teacher's guide provides elementary teachers (grades 2-6) with supplementary learning activities centered around the subject of aviation, which may be used to enrich their regular programs. The guide is divided into the following five subject areas: communication arts, science, social studies, health, and careers in aviation. The guides vary in length (from eleven to forty-six pages) and include the following: suggested grade levels; resources and materials; and correlated student performance objectives, instructional procedures, student learning activities, and expected outcomes. (EM)

ED 156 857 CE 017 039
Marketing and Distributive Education. General Retail Merchandising Curriculum Guide.
Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date May 78
Note—492p.; For related documents see CE 017 039-043 ; Some pages may not reproduce clearly due to colored backgrounds
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors—Business Education, Communications, Curriculum Guides, *Distributive Education, Economics, Educational Objectives, Human Relations, Job Skills, *Learning Activities, Management, *Marketing, Mathematics, *Merchandising, Occupational Information, Post Secondary Education, Producer Services, *Resource Materials, *Retailing, Salesmanship, Sales Occupations, Secondary Education
This document is one of four curriculum guides designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. Introductory information provides directions for using the guide and information on careers in general retail merchandising. This guide covers the following eleven areas of instruction: advertising, communications, display, human relations, marketing economics, management, mathematics, merchandising, operations, product and/or service technology, and selling. The basic format for each instructional area is the same and contains the following elements: cluster instructional objectives to facilitate the organization of instruction; the essential common and specialized competencies; suggested learning activities; and references. This marketing series includes a master guide on general marketing (CE 017 042) and three curriculum guides which cover general retail merchandising (CE 017 039), wholesaling (CE 017 040), and food marketing (CE 017 043). A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, ED 133 434, and ED 146 356-357). (BM)

ED 156 858 CE 017 040
Marketing and Distributive Education. Wholesaling Curriculum Guide.
Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date May 78
Note—111p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 039-043
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Business Education, Communications, Curriculum Guides, *Distributive Education, Economics, Educational Objectives, Human Relations, *Job Skills, *Learning Activities, Management, *Marketing, Mathematics, Merchandising, Occupational Information, Post Secondary Education, Producer Services, *Resource Materials, Salesmanship, Secondary Education, *Wholesaling
This document is one of four curriculum guides designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. Introductory information provides directions for using the guide and information on careers in wholesaling. This guide covers the following nine areas of instruction: communications, human relations, marketing economics, management, mathematics, merchandising, operations, product and/or service technology, and selling. The basic format for each instructional area is the same and contains the following elements: cluster instructional objectives to facilitate the organization of instruction; essential common and specialized competencies; suggested learning activities; and references. This marketing series includes a master guide on general marketing (CE 017 042) and three curriculum guides, which cover general retail merchandising (CE 017 039), wholesaling (CE 017 040), and food marketing (CE 017 043). A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, ED 133 434, and ED 146 356-357). (BM)

ED 156 859 CE 017 041
Marketing and Distributive Education Curriculum Planning Guide.
Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date May 78
Note—15p.; For related documents see CE 017 039-043
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Articulation (Program), Business Education, Community Colleges, *Curriculum Development, Curriculum Guides, *Curriculum Planning, *Distributive Education, Educational Needs, *Marketing, Performance Based Education, *Program Planning, Secondary Education
This planning guide in marketing and distributive education is designed to provide the curriculum coordinator and instructor with a basis for planning a comprehensive program in the career field of marketing. Such programs require competencies in sales, sales promotion, buying, transporting, storing, financing, marketing research, and management. The guide provides information in the following areas: need and scope of comprehensive marketing and distributive education programs; the competency-based curriculum; the secondary school curriculum; articulation; community college curriculum; and the program planning process. Eight curriculum guides have been developed to be used in conjunction with this planning guide and cover the following career areas: general marketing; general retail merchandising; food marketing; wholesaling; small business ownership and management; clothing apparel and accessories merchandising; home furnishings merchandising; and lodging-recreation and tourism (hospitality). (All eight curriculum guides are available in the ERIC System--CE 017 039-040 and 017 042-043, and ED 114 560, ED 133 434, and ED 146 356-357.) (BM)

ED 156 860 CE 017 042
Marketing and Distributive Education. General Marketing Curriculum Guide.
Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date May 78
Note—230p.; For related documents see CE 017 039-043 ; Some pages may not reproduce clearly due to colored backgrounds
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Business Education, Communications, Curriculum Guides, *Distributive Education, Economics, Educational Objectives, Food Stores, Human Relations, *Job Skills, *Learning Activities, Management, *Marketing, Mathematics, Merchandising, Occupational Information, Post Secondary Education, Producer Services, *Resource Materials, Retailing, Salesmanship, Secondary Education, Wholesaling
This general marketing curriculum guide is the master publication in a series of four curriculum guides. The series is designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. This guide should be studied carefully before using the other guides (CE 017 039-040 and CE 017 043). The introductory section of this guide contains instructions for using all four guides, a bibliography for instructional materials referenced in all the guides, and a competency curriculum planning grid which indicates by instructional area all the competencies and in which guides they are located. This guide also contains the competencies and learning activities which are common to the three marketing occupations covered in the other guides: food marketing, wholesaling, and general retail merchandising. Common competencies and learning activities are identified for the following instructional areas: communications; human relations; marketing/economics; management; mathematics; merchandising; operations; product and/or service technology; and selling. A cluster instructional objective, suggested learning activities, and references are provided for each competency. A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, ED 133 435, and ED 146 356-357). (BM)

ED 156 861 CE 017 043
Marketing and Distributive Education. Food Marketing Curriculum Guide
Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date May 78
Note—804p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 039-042
EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.
Descriptors—Business Education, Communications, Curriculum Guides, *Distributive Education, Economics, Educational Objectives, *Food Service Industry, Food Service Workers, *Food Stores, Human Relations, *Job Skills, *Learning Activities, Management, *Marketing, Mathematics, Merchandising, Occupational Information, Post Secondary Education, Producer Services, Resource Materials, Salesmanship, Secondary Education
This document is one of four curriculum guides designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. Introductory information provides directions for using the guide and information on careers in food marketing. This guide covers the following eleven areas of instruction: advertising; communications; display; human relations; marketing/economics;

management; mathematics; merchandising; operations; product and/or service technology; and selling. The basic format for each instructional area is the same and contains the following elements: cluster instructional objectives to facilitate the organization of instruction; the essential common and specialized competencies; suggested learning activities; and references. This marketing series includes a master guide on general marketing (CE 017 042) and three curriculum guides which cover general retail merchandizing (CE 017 039), wholesaling (CE 017 040), and food marketing (CE 017 043). A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, 133 434, and 146 356-357). (BM)

ED 156 862 CE 017 055
Ross, J. G. And Others
Assessment of Coeducational Corrections. National Evaluation Program. PHASE 1 Report.
Koba Associates, Inc., Washington, D.C.
Spons Agency -National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date Jun 78
Contract—J-LEAA-009-77
Note—98p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 027-000-00683-3)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Coeducation, Correctional Rehabilitation, *Corrective Institutions, Demonstration Programs, Educational Programs, Guidelines, *Program Descriptions, *Program Effectiveness, *Program Improvement, *Rehabilitation Programs, State of the Art Reviews

Representing the first nationwide assessment of coeducational correctional institutions, a study was conducted to determine the current state-of-knowledge about corrections, drawing on reviews of the literature, a telephone survey of co-correctional institutions, in-depth site-visits, and iinterviews with practitioners. The data was discussed and analyzed in relationship to the following topics: characteristics of co-correctional institutions; co-correctional models; synthesized measurement model; available evaluation data; research indications; evaluation indications; and national policy and operations. The results indicated that coeducational correctional institutions may be effective in achieving certain programmatically beneficial effects, such as reduced institutional violece, improved atmosphere, and curbed post-release criminality. However, little formal evaluation has occurred, since reasons for involvement in co-corrections are related more to the accomplishment of system-level economic objectives than to the potential positive effects of the presence and interaction of male and female inmates housed in the same facility on institutional functioning or the inmates' lives. The study concluded by suggesting several topic areas for further research on co-corrections as as well as a number of operational guidelines for consideration by existing and emerging co-correctional institutions. (Author/BM)

ED 156 863 CE 017 069
Lisack, J. P.
Comparisons of the Characteristics and Plans of Indiana High School Seniors by Race, and by Type Program Enrolled in: (College Preparation, Business Education or Vocational Education).
Purdue Univ., Lafayette, Ind. Office of Manpower Studies.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Bureau No—SBVTE-45-77-111-2
Pub Date 1 Mar 78
Note—122p.
Available from—Purdue University, Office of Manpower Studies, SCC-A, West Lafayette, Indiana 47907 ($2.50 - $0.50 postage; ten or more, $2.00 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Business Education, Career Choice, *Career Planning, College Preparation, *Comparative Analysis, Decision Making, *Educational Experience, Educational Improvement, Family Characteristics, High School Students, Occupational Choice, *Race, *Seniors, State Surveys, *Student Characteristics, Student Interests, Vocational Education
Identifiers—Indiana

To identify and compare the characteristics and career plans of high school seniors in Indiana as a basis for program planning and improvement, data were obtained from 49,663 seniors enrolled in 354 Indiana high schools in the class of 1975. Comparisons of the data were made by race and by type of program enrolled in (i.e., Vocational Education, Business Education, College Preparatory). The data collected covered the following areas: characteristics of students including sex, race, area of study, and grade average; plans of seniors after graduation from high school; seniors' career or occupational choices (including: occupation or career chosen; reasons for making that particular choice; sources or persons most helpful in making choice; and definitiveness of plans); reasons why some seniors do not plan to continue their education or plan to delay further education after graduation from high school; information about those students who do plan to continue their education, such as preferred methods of financing, college choice, etc.; characteristics of the seniors' heads of household (including relationship, highest level of education attained, and occupation). (In addition to the statistical tables presented in this document, histograms are also included.) (BM)

ED 156 864 08 CE 017 091
Ritz, John M. Joyner, David I.
Development of a Competency-Based Instruction Curriculum Plan. Final Report.
Old Dominion Univ., Norfolk, Va. Dept. of Industrial Arts Education.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date Jun 78
Note—79p.; Not available in hard copy due to marginal reproducibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Catalogs, Conferences, Criterion Referenced Tests, Curriculum Design, *Curriculum Planning, Guidelines, *Industrial Arts, Job Skills, *Material Development, National Surveys, *Performance Based Education, State Programs
Identifiers—Virginia

To develop a plan for competency based industrial arts curriculum in Virginia, three objectives were set: (1) to survey competency based curriculum developments in other states and prepare a catalog format; (2) to plan and coordinate a competency based curriculum planning conference; and (3) to specify procedures for completing catalogs for industrial arts competencies with criterion references for application and inservice. Of the thirty-three states responding to the initial survey, eleven indicated they were working with competency based instruction at the state level. From information gathered from these respondents a competency catalog format was prepared. On May 22, 1978, a conference on curriculum planning for competency based instruction in industrial arts education was held to assist individuals who had been appointed to advisory committees for the development of competency catalogs. Individuals were trained to work in small groups to advise the writers of catalogs for industrial arts education courses which are included in the Virginia Model Plan for Industrial Arts Education. All materials were reviewed by the Industrial Arts Education Service and will be used by future research groups in their catalog development tasks. It was concluded that competency based instruction is a viable means of improvement and accountability in industrial education for Virginia, and it was recommended that fifteen catalogs of criterion referenced tasks be developed for all approved industrial arts programs for the public schools of Virginia. (Author/JT)

ED 156 865 CE 017 118
Lassan, Dorothy And Others
Junior High Career Typing Problems for Personal Typewriting. Career Development Orientation.
Parma City School District, Ohio.
Note—73p.; A simulated handwritten manuscript for problem 2 may not reproduce well due to faint print
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Business Education, *Career Awareness, *Fused Curriculum, Junior High Schools, Learning Activities, *Occupational Information, *Office Occupations, *Typewriting

Designed to incorporate career information in a personal typing course, this guide contains thirty-eight sample typing problems (e.g., typing corrected manuscripts) with such specific instructions as setting margins, spacing, centering the title, etc. The typing problems, each of which includes career information, are divided into six units: (1) Getting Acquainted with Business Education Careers, (2) Career Descriptions, (3) Business Career Fields and Work Roles, (4) Simulated Stenographic Activity, (5) Specific Careers in Detail, and (6) Evaluation. Short, two-to-three-item bibliographies are included in the units. (VB)

ED 156 866 CE 017 121
Hauck, Ruth, Comp.
Primary Guidance Activities.
South-Western City School District, Grove City, Ohio.
Note—116p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Guidance, *Individual Development, Learning Activities, Primary Education, *Vocational Development

Designed for the primary grades, the guidance activities in this document cover thirty-three topical areas: capabilities, changes, cooperation, criticism, differences, family, feelings, free time, friends, following directions, handicaps, honesty, improving environment, kindness, patience, paying attention, problem solving, rejection, responsibility, role playing, rules, school phobia, school relevancy, self acceptance, self control, self importance, senses, sharing, social skills, strangers, tattling, values, and work habits. A list of guidance materials and directions for conducting the magic circle activity are also included. The activities are arranged in alphabetical order by topical area. The format for each activity includes objectives, related career development area, list of needed materials, and directions for conducting each activity. (The career development areas are identified as the following: individual and environment; world of work; self; economics; education and training, employability, and work adjustment; and decision making.) (BM)

ED 156 867 CE 017 126
Welch, Marty
Mental Health & the Career Clusters.
Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agribusiness, Artists, Business, *Career Education, Construction Industry, Consumer Education, Environmental Technicians, Grade 9, Health Occupations, Homemaking Education, Humanities, *Learning Activities, Manufacturing, Marine Technicians, *Mental Health, *Occupational Clusters, Office Occupations, Public Service Occupations, Secondary Education

This supplement to ninth grade mental health units relates mental health to the following occupational clusters: agribusiness and natural resources, environment, health, marine science, communications and media, business and office, marketing and distribution, public service, transportation, personnel services, consumer and homemaking education, hospitality and recreation, arts and humanities, manufacturing, and construction. For each occupational cluster there is a brief discussion defining how that cluster relates to mental health and a project suggestion, which is suitable for individual or group participation. Many of the project activities are, in terms of time, capable of being expanded or compressed. An introduction, which generally discusses mental health within various occupations, serves to orient the student to the packet. (VB)

ED 156 868 CE 017 132
McGivern, Patrick
Some Considerations for Career Education of Exceptional Students.
Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.
Pub Date 76
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Education, *Decision Making, Employment Practices, Employment Problems, *Equal Opportunities (Jobs),

*Exceptional Persons, Guidance, *Handicapped Students, Social Adjustment, Vocational Counseling

Career educators have the awesome responsibility to provide realistic, practical, and effective preparation for the exceptional population to work in a world where all the opportunities and advantages of our society can be available to them in spite of disabling characteristics. On-the-job exploration or some kind of involvement with one who has a similar handicap helps the student to see that others with similar problems have succeeded. This experience can often be a source of great inspiration and can provide the exceptional student with the necessary fortitude to develop realistic career goals. Involvement of the child's parents/family/friends may also encourage mature career decision-making as well. The crises surrounding one's search for identity during the teen-age years is much more difficult for exceptional students, many of whom may not even have reached the level of development where they must confront the task of integrating the idea of a severe limitation into their self-concepts. Thus, the identity search is a longer, more difficult process and presents a strong argument for the early development of career education for exceptional children. In addition to developing a good self-concept and settling upon an identity, exceptional children must prepare for the prejudices they will encounter in all areas of society and especially in the work world. However, not only must the student do the preparation; the general public and business personnel departments must be informed about the responsible and often superior performance of the handicapped to counteract the practice of finding loopholes around legislation for the handicapped. (VB)

ED 156 869 CE 017 136

Atwood, Janet

Career Education Activity Manual: 4th, 5th, and 6th.

Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.

Note—94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Art Activities, *Career Awareness, *Career Education, Elementary Education, Grade 4, Grade 5, Grade 6, *Learning Activities, *Resource Teachers, Role Playing, *Self Concept, *Sex Stereotypes, Teaching Guides, *Values

This career education activity manual for elementary teachers of fourth, fifth, and sixth grade students is intended to be used either as a supplement to a career education program or as an independent program in itself. Activities are designed to help students become aware of self, develop an understanding of sexism, and recognize their unique abilities, interests, and individuality. The manual includes seven units (each consisting of ten activities): (1) general information activities, (2) career education art activities, (3) resource people contact lessons, (4) research activities, (5) value activities for awareness of self, (6) sexism awareness activities, and (7) role playing activities. Each lesson in units one and two includes one or all of the following: purpose, questions for students, procedure, and debriefing (ways to determine outcomes). The lessons in the third unit include presentation by a resource person, a note to the teacher (instructions for contacting the resource person), a description of materials needed, and a presentation outline. In the last four units each of the activities includes a step-by-step guide for teachers to follow in helping students accomplish the learning task. (EM)

ED 156 870 CE 017 137

Ondrake, Greg

Twenty Careers and Classroom Experiences for Teaching Science. Includes: Job Descriptions, Teaching Suggestions and Answers, Work Sheets.

Note 170p.; Some pages in this document may not reproduce well due to faint or broken type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors *Career Awareness, Career Education, *Class Activities, *Educational Games, Instructional Materials, *Occupational Information, Science Activities, *Science Careers, Teaching Guides

Part 1 of this teacher's guide contains job descriptions, teaching suggestions/answers, and worksheets for twenty careers and classroom experiences which are designed to be used in teaching science. The following twenty careers are covered: meteorologist, geologist, musical instrument maker/repairman, opthalmologist, astronomer, paint chemist, mechanical engineer, psychologist, computer programmer, anthropologist, electrician, city planner, auto repairman, sociologist, microbiologist, agronomist, food chemist, paleontologist, marine engineer, and physicist. Part 2 provides instructions and worksheets for twenty puzzles which are based on general science careers. (BM)

ED 156 871 CE 017 146

Portugill, Jestyn, Ed. Powell, Pamela, Ed.

Smoke Detector Resource Catalog.

National Fire Prevention and Control Administration (DOC), Washington, D.C.

Pub Date Jun 77

Note—43p.; For related documents see CE 017 147-148

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-000-00524-1)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Alarm Systems, *Case Studies, Federal Legislation, *Fire Protection, Manuals, Program Evaluation, Public Education, *Resource Materials, State Legislation

This manual is one of a series developed for public education on smoke detectors. First, basic facts are given including guidelines for selection and purchasing, installation, maintenance, and what to do if the alarm goes off. Second, five case studies are presented which are examples of public education programs. (The script to one slide presentation is included in this section.) Third, information on and sources of brochures, films, slide presentations, radio and television "spots," recent media articles, educational programs and materials, consumer information, and technical information is given. Fourth, smoke detector legislation is examined. Included is a list of decision points and options to be considered in drafting or amending state or local legislation, a state-by-state summary of smoke detector legislation, three samples of local legislation, and a list of sources for building codes and smoke detector codes and standards. Concluding the manual is a brief discussion on the evaluation of smoke detector education programs. Included is a sample fire incident reporting form which has two items that relate to the effectiveness of smoke detectors in fire loss reductions. (Related documents include Smoke Detectors and Legislation, CE 017 146, and Smoke Detector Technology, CE 017 147.) (JH)

ED 156 872 CE 017 147

Smoke Detectors and Legislation.

National Fire Prevention and Control Administration (DOC), Washington, D.C.

Pub Date Sep 77

Note—61p.; For related documents see CE 017 146-148

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-000-00527-5)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Alarm Systems, Federal Legislation, *Fire Protection, Manuals, Public Education, *Safety Equipment, State Legislation

Identifiers—Building Codes, Mobile Homes, Safety Codes, *Smoke Detectors

This manual, one of a series for use in public education, provides an in-depth review of the current status of state and local smoke detector legislation. First, for the community considering a smoke detector law or ordinance, six decision points are discussed: which residential occupancy sub-classes will be affected; what the time factors are for compliance; how the law will be enforced; who will enforce the law; what type of detectors would be acceptable; and where and how many detectors shall be installed. The next section is an analysis (grouping together) of state smoke detector legislation followed by a state-by-state summary indicating type and/or extent of legislative action for each state. The next two sections provide seven sample state legislative acts and seven sample local legislative acts. Selected code sections from major model building codes and the National Fire Prevention Association are next discussed, including the basic building code, the national building code, the standard building code, the uniform building code, the one- and two-family dwelling code, and the life safety code. The concluding section on mobile homes discusses the effects of the National Mobile Home Construction and Safety Standards Act of 1974 on HUD regulations for mobile home fire detection equipment; state and local regulations for mobile homes; and the National Fire Prevention Standards, the 1974 edition of which was adopted by the American National Standards Institute (ANSI). (Related documents include Smoke Detector Resource Catalog, CE 017 146, and Smoke Detector Technology, CE 017 148.) (JH)

ED 156 873 CE 017 148

Powell, Pamela, Ed. Portugill, Jestyn, Ed.

Smoke Detector Technology.

National Fire Prevention and Control Administration (DOC), Washington, D.C.

Pub Date Jul 77

Note—27p.; For related documents see CE 017 146-147

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-000-00526-7)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Alarm Systems, Electronic Equipment, *Fire Protection, Public Education, *Safety Equipment, *Technology

Identifiers—*Smoke Detectors

This manual, one in a series developed for public education, provides information on smoke detector selection, installation, operation, and maintenance. For the prospective buyer, the importance of looking for the seal of a recognized national testing laboratory--such as Underwriters' Laboratories, Inc. (UL)--indicating adequate laboratory testing is discussed followed by a description of the two basic types of detectors (ionization and photoelectric) and how they work. Proper placement and installation procedures are also covered, including the number needed, location, power sources, and interconnection of alarms. Concluding the manual is a discussion of basic alarm maintenance and testing procedures, and the factors to consider in developing an escape plan in the event of a fire. (Related documents include Smoke Detectors and Legislation, CE 017 147, and Smoke Detector Resource Catalog, CE 017 146.) (JH)

ED 156 874 CE 017 151

Assessing the Feasibility of Large-Scale Countercyclical Job-Creation. Final Report, Volume 1, Overview and Summary.

Urban Inst., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date 27 Jun 78

Contract—DOL-20-11-77-18

Note—44p.; For related documents see CE 017 152-153

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Cost Effectiveness, Employment Opportunities, Employment Problems, *Employment Programs, Employment Projections, Feasibility Studies, Federal Government, Federal Programs, *Job Development, Labor Market, Program Costs, *Program Effectiveness, Public Policy, *Public Service Occupations, Unemployed

Identifiers—United States

The feasibility of large-scale, countercyclical public job-creation was assessed. Focus was on how many job-creating activities could be undertaken as well as the job-creation potential and costs of these activities. Data was collected through field visits made to Washington-based federal government and national organizations and to twenty-four counties in eight of ten federal regions. The findings include the following: 233 potential job-creation activities were identified in twenty-one different program areas; the largest number of activities were in the program areas of public works, environmental quality, education, social services, and criminal justice; and 115 activities, for which onsite job and cost estimates could be generated, were estimated capable of generating three million onsite jobs at a cost of approximately $15,000 per job. (This first of a three-volume report contains chapter 1, which overviews and summarizes the entire study. Volume 2, comprised of the second chapter, covers the methods and the findings with respect to activities, their job-creation potential, and related characteristics. The last volume, containing the remaining six chapters, covers the findings regarding the priorities among projects, indirect employment effects, skill imbalances, and administrative issues; and summarizes the overall

findings, conclusions, and recommendations.) (EM)

ED 156 875 CE 017 152

Assessing the Feasibility of Large-Scale Countercyclical Public Job-Creation. Final Report, Volume II. Activities Suitable for Public Job-Creation and Their Characteristics.

Urban Inst., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date 27 Jun 78

Contract—DOL-20-11-77-18

Note—202p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 151-153

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cost Effectiveness, Employment Opportunities, Employment Problems, *Employment Programs, Employment Projections, Feasibility Studies, Federal Government, Federal Programs, *Job Development, Labor Market, Program Costs, *Program Effectiveness, Public Policy, *Public Service Occupations, Tables (Data), Unemployed

Identifiers—United States

This second of a three-volume report of a study done to assess the feasibility of large-scale, countercyclical public job creation contains chapter 2 of the report on the methods and findings with respect to job-creating activities, their job-creation potential, and related characteristics. (Volume 1, comprised of the report's first chapter, overviews and summarizes the entire study. The third volume, containing the last six chapters, covers the findings regarding the priorities among projects, indirect employment effects, skill imbalances, and administrative issues; and summarizes the overall findings, conclusions, and recommendations.) Following a brief introduction, the content covers past research, identification of job-creation activities, determinants of potential job-creation and costs of activities identified, sources used to estimate key variables, and methods used to estimate potential job-creation and costs. The remaining two-thirds of this document presents an overview of the findings followed by detailed discussions of the findings regarding the job-creation potential of activities in eighteen program areas. Among these are criminal justice, correctional facilities, and public safety; cultural activities, museums, and public libraries; education and school related activities; energy conservation; environmental programs; federal government activities; and fire protection and prevention. Projects and activities identified as candidates for large-scale public creation in twenty-one program areas and tables of statistics by activity are appended. (FM)

ED 156 876 CE 017 153

Assessing the Feasibility of Large-Scale Countercyclical Public Job-Creation. Final Report, Volume III. Selected Implications of Public Job-Creation.

Urban Inst., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 27 Jun 78

Contract—DOL-20-11-77-18

Note—164p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Cost Effectiveness, Employment Opportunities, Employment Problems, *Employment Programs, Employment Projections, Feasibility Studies, Federal Government, Federal Programs, *Job Development, Labor Market, Labor Supply, Political Influences, Program Administration, Program Costs, *Program Effectiveness, *Public Policy, *Public Service Occupations, Tables (Data), Unemployed

Identifiers—United States

This last of a three-volume report of a study done to assess the feasibility of large-scale, countercyclical public job creation covers the findings regarding the priorities among projects, indirect employment effects, skill imbalances, and administrative issues; and summarizes the overall findings, conclusions, and recommendations. (Volume 1, comprised of the report's first chapter, overviews and summarizes the entire study. The second volume, containing the second chapter, covers the methods and the findings with respect to activities, their job-creation potential, and related characteristics.) The content covers the last six chapters in the report. Chapter 3 on establishing priorities among activity areas covers unmet needs, program choices, and a multidimensional approach to program priorities. Focus of the fourth chapter is on estimating the overall employment effect of public service employment programs, including an overview of the model (estimating offsite employment changes and accounting for the effects of fiscal substitution) and a defining of activity clusters. Chapter 5 discusses the methods and findings regarding the supply of skills available for newly created public jobs, while the sixth chapter assesses the potential for skill imbalances. Chapter 7 discusses seven administrative and operational issues in implementing public job-creation programs. The final chapter summarizes the overall findings, conclusions, and policy recommendations. (EM)

ED 156 877 CE 017 156

Antos, Joseph R. Mellow, Wesley S.

The Youth Labor Market: A Dynamic Overview.

Bureau of Labor Statistics (DOL), Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 15 Feb 78

Contract—DL-20-11-76-47

Note—219p.; Not available in hard copy because of poor reproducibility

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Change, Economic Climate, Economic Status, Educational Background, Employment Level, Employment Opportunities, *Employment Patterns, Failure Factors, Human Capital, *Labor Market, Marital Status, Models, Occupational Mobility, Racial Differences, Sex Differences, Success Factors, Underemployed, *Unemployment, *Wages, *Youth Employment, Youth Problems

Based on the National Longitudinal Surveys of over 10,000 men and women aged eighteen to twenty-seven who were interviewed annually from 1966 through 1971, this study investigates how the youth labor market operates and identifies its manpower problems that should be addressed by policymakers. A five-part recursive model is established for the youth labor market consisting of labor market status, wage determination, turnover, duration of subsequent unemployment, and wage growth. It is found that (1) the relationship between educational attainment and subsequent labor market success is striking; (2) education has a positive effect on wages; (3) job tenure is a deterrent to turnover, but job change represents a definite attempt to improve economic position; (4) the duration of unemployment and wage growth are directly affected by aggregate economic conditions since any decline disproportionately falls on youth, increasing the duration and decreasing their earning potential; (5) workers generally do not remain in jobs below their capabilities; and (6) competitive forces rule the youth job market with productive capabilities being rewarded and workers who initially earn less than their potential increasing their wages over time. Comparisons are drawn between early market entrants and college-goers, the employed and unemployed, blacks and whites, men and women, married and unmarried workers, and particular occupations. (ELG)

ED 156 878 CE 017 158

Sheppard, Harold L. And Others

Research and Development Strategy on Employment-Related Problems of Older Workers. Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—AIR-59500-2/78-FR

Pub Date Feb 78

Contract—20-11-76-54

Note—265p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Career Change, Economic Disadvantagement, Educational Needs, Employment Opportunities, Employment Practices, *Employment Problems, *Equal Opportunities (Jobs), Federal Legislation, Minority Groups, *Older Adults, Part Time Jobs, *Policy Formation, Public Policy, Research Criteria, *Research Needs, Retirement, Task Performance, Unemployment, Working Hours, Working Women

Identifiers—Age Discrimination in Employment Act 1967, United States

The study reported here examines the employment-related problems of older workers and develops a research and development strategy for future federally funded projects. Following an introductory section, the content is in fifteen chapters. The first chapter covers a number of critical policy issues and the second concentrates on job-related problems of older workers. Chapter 3 discusses the factors and problems associated with retirement. Health and safety of the older workers is the topic of the fourth chapter, while the fifth covers age and work performance. Part-time work and new types of work-time arrangements are the subjects of chapter 6. Chapters 7-9 focus on the older working women, older minority workers, and older workers in rural areas, respectively. The tenth chapter deals with employer practices, internal labor market experiences, mid-career change, and the role of intermediary organizations in meeting the employment needs of older workers. Chapter 11 is concerned with training and education, while the subject of chapter 12 is current government programs affecting older workers. The Age Discrimination in Employment Act is discussed in the thirteenth chapter. Foreign programs and policies are reviewed in chapter 14. The last chapter presents specific priorities for research projects and recommends projects for immediate support. (EM)

ED 156 879 CE 017 182

Muller, Josef, Ed.

Adult Education and Development with Special Reference to the Arab States. Final Report. Proceedings of the International Expert Panel (Sirs-El-Layyan, Menoufia - A.R.E., November 29-December 9, 1975).

German Foundation for International Development, Bonn (West Germany).; Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC), Sirs-El-Layyan, Menoufia (Egypt).

Pub Date 75

Note—399p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Access to Education, Adult Basic Education, *Adult Education, Conference Reports, Developing Nations, *Economic Development, *Educational Development, Educational Finance, Educational Objectives, *Educational Planning, Educational Policy, Educational Resources, Federal Legislation, Information Centers, Labor Education, National Programs, Program Administration, Program Development, *Public Policy, Social Development, State of the Art Reviews, Womens Education

Identifiers—Arab Countries

This report on adult education and development in the Arab States was prepared by a panel of experts who convened to examine the adult education situation in Arab countries and exchange experiences regarding the operation of comprehensive adult education programs and services. Section 1, a summary report, overviews the adult education situation in the Arab States. It then covers the main discussion ideas, suggestions, and recommendations regarding several topics, including the overall framework of adult education in the context of national goals and a global educational policy, adult education and the formal educational system, and priorities for action. The program and a list of participants are attached. Section 2, comprising three-fourths of this report, contains eleven working papers and nine lectures that served as the basis for discussion. Some representative titles of these papers and lectures are The Nature of Adult Education and Non-Formal Education; Needs, Trends, Priorities in Adult Education; Access to Adult Education; Literacy and Adult Education for Development; New Concepts in Development and Education and Their Significance on Adult Education; Development, Human Resources, and Adult Education; and Mass Media in Adult Education. Directories of adult education coordinating bodies, departments, and centers in Arab States and an extensive bibliography are attached. (EM)

ED 156 880 CE 017 208
Bourgoin, Edward
Foreign Languages and Your Career.
Pub Date 78
Note—76p.
Available from—Columbia Language Services, P.O. Box 28365, Washington, D.C. 20005 ($4.00; two to twenty-five copies, $3.50 each; over twenty-five, $3.00 each)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Career Opportunities, Career Planning, *Careers, Communicative Competence (Languages), *Employment Opportunities, *Interpreters, Languages, *Occupational Information, *Second Language Learning, Teaching, Translation

Divided into two major parts, this book is intended to indicate careers in which people need foreign languages in their work and to provide suggestions and sources of further information for those who already have foreign language skills and those who are planning to acquire them. Part 1 discusses careers in which a foreign language is needed as a complement to other skills. The author covers the following fields: business, industry, and commerce; government and international organizations; education; library science; physical and social sciences; law; media; travel and tourism; and services. Part 2 deals with foreign language as primary skill and includes teaching, interpreting, and translating. The following lists are appended: related publications; agencies and organizations concerned with overseas teaching and research; sources of information on bilingual education and teaching of English to speakers of other languages; directors of education in U.S. territories and possessions; organizations utilizing health workers and social services volunteers abroad; professional associations of translators and interpreters; and schools and colleges offering courses in interpretation and translation. (BM)

ED 156 881 CE 017 210
It's Your Move. Working with Student Volunteers--A Manual for Community Organizations.
ACTION, Washington, D.C. National Student Volunteer Program.
Report No—Pam-4800.4-(9/76)
Pub Date [Sep 76]
Note—65p.; For related documents, see CE 017 212-214
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 056-000-00011-9, $1.05)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrative Problems, *Community Organizations, Community Programs, Demonstration Projects, Evaluation Methods, Needs Assessment, *Organizational Development, *Organizational Effectiveness, Personnel Needs, Personnel Selection, Program Development, Program Planning, Recruitment, *Student Volunteers, Supervisory Methods, *Volunteer Training

Aimed at organizations of all sizes and types, this manual is intended to show methods for the most effective use of student volunteers of all ages in programs which will benefit both the volunteers and the community. Chapter 1 examines the nature of the student volunteer movement, the roles which students can assume, and the attributes of the student volunteers. The next six chapters give guidelines for program planning, implementation, and evaluation including the following: (1) assessing needs for volunteers and the extent to which students are likely to meet these needs; (2) developing effective volunteer programs and jobs by creating specific job descriptions, evaluation procedures, and methods of recognition; (3) locating and selecting volunteers whose interests and skills match the organization's needs; (4) supervising students by means of student-supervisor contracts, meetings, on-the-spot observation, daily reports, written logs, or intervention at the time of a specific problem; and (5) training volunteers, emphasizing the development of student leadership and the use of orientation programs. Chapter 8 discusses possible issues and problems such as academic credit, liability costs, transportation, scheduling, and removing the ineffective or troublesome student. In conclusion, chapter 9 supplies examples of specific projects either already operational or in planning. The appendixes contain a planning checklist and forms for planning, evaluation, and a volunteer agency agreement. (ELG)

ED 156 882 CE 017 212
High School Courses with Volunteer Components. A Collection of Twelve Case Histories Describing High School Courses That Use Volunteer Activities to Complement Classroom Learning.
ACTION, Washington, D.C. National Student Volunteer Program.
Report No—Pam-4000.14-(3/74)
Pub Date [Mar 74]
Note—171p.; For related documents, see CE 017 210 and CE 017 212-214
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Case Studies, Community Service Programs, Course Descriptions, Course Evaluation, Course Organization, Courses, *Experiential Learning, *High School Curriculum, Senior High Schools, Social Studies, *Student Volunteers

This document contains twelve case histories of high school courses that have experiential learning components in which students are involved as volunteers in community service programs. Each case history is presented in the same format: (1) a brief description of the school and course; (2) a condensed explanation of the benefits to the community and to the students; (3) rationale and origins of the program; (4) how arrangements are made including recruitment methods, orientation, and additional training provided for the students; (5) how the course functions (details on the curriculum and the way in which the classroom and volunteer activities are organized and carried out); and (6) how the program is evaluated by teachers, agency, supervisors, and student volunteers. Representative case history titles are as follows: Students in an Ecology Course Work on Community Environmental Problems, Spanish Course Includes a Cross-Cultural Tutoring Component, Psychology Students Work in Nursing Homes, and Social Studies Course in Child Development Offers Tutoring in a Lower School. (JH)

ED 156 883 CE 017 213
Evaluating Service-Learning Programs. A Guide for Program Coordinators.
ACTION, Washington, D.C. National Student Volunteer Program.
Pub Date [77]
Note—87p.; For related documents, see CE 017 210 and CE 017 212-214
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrator Guides, Case Studies, Community Service Programs, Data Analysis, Data Collection, *Evaluation Methods, *Experiential Learning, Interviews, Program Effectiveness, *Program Evaluation, Research Design, *Research Methodology, Sampling, *Student Volunteers

Designed for coordinators of student volunteer programs (experiential learning through community service), this manual provides information on some of the basic research approaches and tools which can be used to analyze a program's activities and effectiveness. The major areas discussed include the following: the reasons for and resources available to design and implement evaluations; the steps in preparing for an evaluation; developing an evaluation plan; designing data collection instruments and gathering information; compiling and analyzing information; and using evaluation results. Concluding the manual is a case study showing how one student volunteer program developed and implemented an evaluation. The appendixes provide a sample evaluation plan worksheet, a chart that summarizes some of the advantages and disadvantages or problems generally associated with various data collection mechanisms, a brief guide to interviewing including how to conduct oneself as an interviewer, and methods for selecting a sample population. A short bibliography and a glossary of evaluation terms are also included. (Related documents are CE 017 214, which deals with planning of student volunteer programs, and CE 017 212, twelve case histories of high school volunteer components.) (JH)

ED 156 884 CE 017 214
Planning by Objectives. A Manual for People Who Work with Student Volunteer Programs.
ACTION, Washington, D.C. National Student Volunteer Program.
Report No—Pam-4000.15-(6/74)
Pub Date [Jun 74]
Note—85p.; For related documents, see CE 017 210 and CE 017 212-214
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrator Guides, *Community Service Programs, Educational Objectives, Experiential Learning, Higher Education, *Program Development, *Program Planning, Senior High Schools, Student Projects, *Student Volunteers

Four elements of the planning by objectives system (purposes, long- and short-term objectives, and planning details) are explained in this manual for people who work with high school or college student volunteer programs which provide experiential learning through community service. Following an introduction on the fundamentals of the system, a section is devoted to each element individually. Included in each section are practical exercises to test the reader's understanding of the material presented and spaces available to write actual program purposes (section 2), long-term objectives (3), short-term objectives (4), and planning details (5). Concluding the manual is a brief discussion on program evaluation. Related documents are CE 017 213, which details student volunteer program evaluation procedures, and CE 017 212, twelve case histories of high school courses with volunteer components.) A glossary of terms and sample worksheets and forms are appended. (JH)

ED 156 885 CE 017 217
Turner, Susan Conradus, Carolyn
Supportive Services: CETA Program Models.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date 78
Contract—81-11-71-09
Note—38p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00323-8)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Ancillary Services, Counseling, *Delivery Systems, *Employment Programs, Federal Legislation, Federal Programs, Human Services, Job Training, *Models, Needs, *Program Planning, Unemployed
Identifiers—Comprehensive Employment and Training Act 1973, United States

This monograph is intended to help the operators and planners of employment and training programs, particularly those sponsored under the Comprehensive Employment and Training Act (CETA), in developing and providing supportive services to improve client employability. The first section, presenting the purpose of this publication, is followed by a section briefly covering the history of supportive services in employment and training programming, and the implications for present-day programs. Section 3 describes nine individual supportive services, opportunities and constraints that each raises, and examples. The services covered are counseling, orientation, educational services, transportation, physical health services, mental health services, child care services, legal and bonding services, and use of local petty cash funds. Section 4 presents four different models that could be followed in providing supportive services. The fifth section discusses six elements in a supportive service plan, including identification and description of potential clients, determining unmet client needs, and setting priorities among unmet needs. A summary of the conclusions is presented in the last section. (EM)

ED 156 886 CE 017 228
Schnulle, Linda
Working in the People's Republic of China.
Pub Date 77
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Chinese Culture, Cultural Context, Economics, *Employment Practices, Job Enrichment, Job Satisfaction, Motivation, Organizational Development, *Political Attitudes, *Productive Living, Productivity, Public Policy, Social Values, *Work Attitudes, *Work Environment
Identifiers—Peoples Republic of China

Primarily the result of observations made during an eighteen-day tour of the People's Republic of China (conducted by Professor Eugene Gilliom at Ohio State University), this paper examines working conditions and attitudes toward work in China. Focus in the first half of the paper is on motivation to work in China and how it differs from U.S. attitudes about individual freedom, security, and job satisfaction. The economic history of East and West are briefly traced (as parallel paths out of feudalism) to point up the result-

ing contrast in political and social context. Noting Chairman Mao's statement that "Our God is the masses of Chinese people," the author cites evidence of that philosophy among workers who indicate that when they die their children will carry on "the struggle." The second half of the paper is a discussion of working conditions in China today in terms of the standards which Michael Argyle sets up in his book, "The Social Philosophy of Work": (1) varied and meaningful work, (2) worker involvement in control of working conditions, (3) work appropriate to worker interests and abilities, (4) sufficient job security, pay, and status, (5) extrinsic motivation through integration of worker and organization goals, and (6) small worker groups with cohesiveness from group goals. The author comments on the effectiveness of Mao's programs and concludes that the average worker in China finds dignity and purpose to his labor because he knows it contributes to the good of the state. (JT)

ED 156 887 08 CE 017 230

Personnel Development. A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Home Economics Pre-service Teacher Education Programs. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date 20 Jul 78

Note—43p.; Pages 2-17 may not reproduce well due to faint print

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Audiovisual Aids, Evaluation, Higher Education, *Home Economics Education, *Home Economics Teachers, *Instructional Materials, Interinstitutional Cooperation, *Learning Modules, *Performance Based Education, *Preservice Education, Projects, *Teacher Education, Teacher Educators

Identifiers—Virginia

Described in this final report is the development of a plan to produce and distribute an instructional package for teaching the concepts of competency-based instruction in home economics pre-service education programs in the state of Virginia. Nine Virginia Universities (Virginia Polytechnic Institution and State University, Radford College, James Madison University, Longwood College, Virginia State, Norfolk State, Hampton Institute, Eastern Mennonite College, and Bridgewater College), during 1977-78, were involved in the Competency-Based Education (CBE) pre-service training program activities coordinated by VPI and SU. Radford College and Longwood College participated in the field test. Students from each institution were given the module, worked with it, and filled out comprehensive evaluation forms. In April, 1978, teacher educators representing eight of the nine institutions (Virginia State was absent) reviewed the model and the field test evaluations and revised the model. In June, 1978, each of the nine institutions was sent copies of the final revised model, a teacher guide, a slide/tape presentation, transparencies which coordinate with the module, and reference materials pertinent to the CBE concept. In addition, single copies of several references purchased by project funds were housed at VPI and SU. (Appended is a conference questionnaire regarding CBE materials and a sample CBE module for classroom use with activity sheets, pre- and posttests, and a short reference list.) (Author/VB)

ED 156 888 CE 017 235

Woodnutt, Tom

Model Program for Surveying Employers of Automotive Technology Graduates.

Chemeketa Community Coll., Salem, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem.

Bureau No—24650-113, IR

Pub Date Jun 78

Note—31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Auto Mechanics (Occupation), Community Colleges, *Demonstration Projects, Educational Accountability, Educational Assessment, *Employer Attitudes, Evaluation Methods, *Graduate Surveys, Job Skills, Junior Colleges, Personnel Evaluation, Program Effectiveness, Program Evaluation, *Questionnaires, Research Tools, Trade and Industrial Education, *Vocational Followup

Using a sample of all graduates and a randomly chosen group of leavers (those who had completed three terms over a four-year period), a study was conducted at Chemeketa Community College to develop a model survey instrument for employers to evaluate the automotive technology program. Several steps were followed in the development process, including the creation of a flow chart of the study activities, a literature review, and the identification and location of previous students and their employers. (Since tracking former students and employers is the most time consuming and expensive of these steps, a college wishing to conduct such a survey needs to have an easy-to-use and accurate data system.) A two-page survey form was produced, of which the first page covers general topics and is applicable to any college program while the second page focuses on specific curriculum questions. Because of its design, it can be used by any community college occupational program (1) to acquire meaningful information from employers which can be applied to program review and planning, (2) to involve a technology advisory committee in the follow-up process, and (3) to satisfy both the instructional needs of the college program and the guidelines of the state and federal governments. (Copies of the flow chart and the questionnaire are included.) (ELG)

ED 156 889 CE 017 245

Baldwin, Robert D.

Training the Electronics Maintenance Technician.

Human Resources Research Organization, Alexandria, Va.

Report No—HumRRO-PP-7-78

Pub Date Apr 78

Note—29p.; Page 17 may not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Armed Forces, Curriculum Development, Educational Theories, *Electronic Technicians, Field Studies, Job Skills, *Job Training, Learning Motivation, Performance Based Education, Problem Solving, Research Problems, Research Projects, *Trade and Industrial Education, Training Objectives, *Training Techniques

Identifiers—*Army, United States

For more than twenty years controversy has existed in the Armed Forces over the kind of knowledge and training electronic maintenance technicians should have. The Navy and Air Force have conducted research projects in this area, and for the Army the Human Resources Research Organization (HumRRO) has developed several methods to improve the training of Signal Corps electronic maintenance personnel. Emphasizing a functional context approach rather than the theory and design of systems, HumRRO considered two elements to be essential to equip the student with capabilities general enough to enable him to cope with the numerous different problems he would encounter; first, the learning context must have meaning for the student based on his previous learning, and second, it must have relevance to the instructional goals. Throughout the 1950's and 1960's, HumRRO conducted numerous field studies of which the most important task projects were FORECAST, JOBTRAIN, MAINTRAIN, REPAIR, LIMIT, and a summation-type project called HAWKEYE. The results from this research into the training of electronics maintenance technicians can be generalized to the problems faced by all trainers, and HumRRO has developed a systematic and general procedure for curricular control that can be used in all job training courses. (ELG)

ED 156 890 CE 017 248

Problems in the Federal Employee Equal Employment Opportunity Program Need to Be Resolved. U.S. Civil Service Commission and Other Federal Agencies. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No—FPCD-76-85

Pub Date 9 Sep 77

Note—155p.; For related documents see CE 017 251-252

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Affirmative Action, *Employment Programs, Employment Statistics, *Equal Opportunities (Jobs), Federal Government, Federal Legislation, Federal Regulation, Females, *Government Employees, Government Publications, Job Applicants, Minority Groups, Problems, *Program Evaluation, Public Service Occupations

Identifiers—Equal Employment Opportunity Act 1972, United States

This report for Congress covers a number of fundamental but controversial issues relating to the overall objectives, direction, and pace of the equal employment opportunity (EEO) program for federal employees and job applicants, including some recommendations. The content is presented in nine chapters. The first is an introduction covering legislative background, affirmative action planning, and the scope of this report. Chapter 2 on the need to resolve fundamental issues on direction and pace of EEO programs briefly discusses some basic problems, including basic purpose of EEO, intended beneficiaries, efforts versus results, and goals versus quotas. In the third chapter, focus is on female and minority hiring, including statistical information regarding women and minorities in the federal work force and barriers to EEO progress. Chapter 4 discusses program organization and resources, while the next chapter covers setting affirmative action plan employment goals. Chapter 6 on submission, review, and approval of affirmative action plans focuses on the timeliness of submitting and reviewing plans, the need for improved Civil Service Commission (CSC) guidance, and the need for revising review practices. Recruitment efforts and problems are covered in the seventh chapter and EEO program evaluation is the topic of chapter 8. The concluding chapter presents the problems in evaluating EEO programs. (EM)

ED 156 891 CE 017 251

System for Processing Individual Equal Employment Opportunity Discrimination Complaints: Improvements Needed. Civil Service Commission. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No—FPCD-76-77

Pub Date 8 Apr 77

Note—102p.; For related documents see CE 017 248 and CE 017 252

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Delivery Systems, Due Process, *Employment Programs, *Equal Opportunities (Jobs), Federal Government, Federal Legislation, Federal Regulation, *Government Employees, Government Publications, *Grievance Procedures, Job Applicants, Management Systems, Minority Groups, Personnel Management, Program Administration, *Program Evaluation, Public Service Occupations, Systems Development

Identifiers—Equal Employment Opportunity Act 1972, United States

This report for Congress recommends improvements in the federal government's system for processing the individual discrimination complaints of federal employees and job applicants. The content is presented in seven chapters. The first, an introduction, presents the scope of review. The second chapter on system planning and implementation covers the placement and structure of the discrimination complaint system and determining financial and personnel resources. Chapter 3 discusses the fairness and impartiality of discrimination complaint systems; essentially, complainants are generally apprised of and afforded their rights, agencies are not consistent in rejecting or canceling complaints, and there is a need to preclude misuse of the complaint system. Focus of the fourth chapter is on the resolution of complaints; discussed are the need for improved data or alternate procedures for assessing informal resolution, the basis for and causes of informal and formal complaints, and corrective actions of formal complaints. Chapter 5 on timeliness of complaint processing discusses processing time, factors affecting the processing of formal complaints, and action taken by the Civil Service Commission (CSC). The sixth chapter covers program reviews and evaluation, while the last briefly discusses the need for improved CSC procedure for handling third-party complaints and the need for uniformity in equal employment opportunity laws. (EM)

ED 156 892 CE 017 252

Problems with Federal Equal Employment Opportunity Guidelines on Employee Selection Procedures Need to Be Resolved. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.
Report No—FPCD-77-54
Pub Date 2 Feb 78
Note—74p.; For related documents see CE 017 248 and CE 017 251
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Employment Programs, *Equal Opportunities (Jobs), Federal Legislation, Federal Regulation, Government Publications, *Guidelines, Minority Groups, *Personnel Selection, Program Development
Identifiers—Equal Employment Opportunity Act 1972, United States
This report for Congress discusses the problems involved in developing, putting into practice, and complying with federal equal employment opportunity (EEO) guidelines on employee selection and makes some recommendations. It also discusses other factors which influence the concept of equal employment opportunity and how the concept can be realized in employee selection. The content of this report is in four chapters. The introductory chapter discusses testing for employee selection, the Civil Rights Act, and judicial decisions in testing cases. Chapter 2, focusing on establishing uniform guidelines on employee selection procedures, covers the need for uniform guidelines, the actions of the EEO Coordinating Council (EEOC) toward establishing guidelines (includes major differences between EEOC and Federal Executive Agency [FEA] guidelines), the effects of inconsistent guidelines, and reasons for delay in adopting guidelines. The third chapter discusses other problems in regulating employee selection to achieve EEO, including requirements difficult to understand, how lack of resources hampers compliance, problems with multiagency standards, overemphasis on selection, and professional concerns about federal guidelines. The last chapter briefly summarizes the scope of this report's review. The appendix contains a glossary, professional testing standards and terms, other EEO laws and executive orders, a list of reports on the EEO Act of 1972, areas in which EEOC and FEA guidelines agree, organizations and individuals contacted, and several letters. (EM)

ED 156 893 CE 017 253
Jezierski, Kathleen, Ed.
Resources in Vocational Education. 1977. Volume 10. Number 4.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 77
Contract—300-75-0141
Note—92p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Abstracts, Curriculum Development, Educational Research, *Educational Resources, Federal Legislation, Indexes (Locaters), Information Sources, Instructional Materials, *Research Projects, Research Reviews (Publications), Resource Guides, Technical Education, *Vocational Education
Identifiers—United States, Vocational Education Amendments 1968
This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes in which the documents are arranged alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

ED 156 894 CE 017 254
Jezierski, Kathleen, Ed.
Resources in Vocational Education. 1978. Volume 11. Number 2.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No—498AH80003
Pub Date 78
Contract—300-78-0032
Note—92p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Abstracts, Curriculum Development, Educational Research, *Educational Resources, Federal Legislation, Indexes (Locaters), Information Sources, Instructional Materials, *Research Projects, Research Reviews (Publications), Resource Guides, Technical Education, *Vocational Education
Identifiers—United States, Vocational Education Amendments 1968
This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes in which the documents are arranged alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

ED 156 895 CE 017 255
Jezierski, Kathleen, Ed.
Resources in Vocational Education. 1978. Volume 11. Number 3.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 78
Contract—300-78-0032
Grant—498AH80003
Note—101p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Abstracts, Curriculum Development, Educational Research, *Educational Resources, Federal Legislation, Indexes (Locaters), Information Sources, Instructional Materials, *Research Projects, Research Reviews (Publications), Resource Guides, Technical Education, *Vocational Education
Identifiers—United States, Vocational Education Amendments 1968
This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes, in which the documents are organized alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

ED 156 896 08 CE 017 261
A Career Education Articulation Model, K-14. Exemplary Project. Final Report.
Iowa Central Community College, Fort Dodge.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines.
Pub Date [78]
Note—53p.; Document not available in hard copy due to small type and poor print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Articulation (Program), *Career Education, Demonstration Projects, *Educational Assessment, Elementary Secondary Education, Guides, Models, Pilot Projects, Post Secondary Education, Program Descriptions, Program Development, Program Evaluation
Identifiers—Iowa, *Monitoring Process Design, MPD
This final report contains materials and forms developed for the Iowa Career Education Articulation Model (K-14). Project goals were to design and pilot a career education inventory system to determine the impact of career education upon the students, to design a monitoring process system to assess the status of career education activities, to conduct guidance followup, and to produce an articulation guide. Charts detail project staff activities and products. Appendixes include the Monitoring Process Design (MPD) form, results of career education inventories, external evaluation report, project extension request, and bibliography. The MPD system was designed for assessing career education activities by grade level and teacher in a local school system. Pilot run of the MPD indicates that teachers can monitor their career education activities. The articulation guide (published separately), the inventories, and the MPD have been disseminated to every area community and parochial school. Additional work is needed to complete the guidance followup activity. (MF)

ED 156 897 08 CE 017 275
Faust, John R.
AAIVE Project. Alternative Approaches to Individualization in Vocational Education. Final Report.
Keene State Coll., N.H. Vocational Curriculum Research Office.
Spons Agency—New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.; Office of Education (DHEW), Washington, D.C.
Bureau No—498AH60041
Pub Date Jun 78
Grant—GOO7603809
Note—75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Attitudes, Demonstration Programs, Guidelines, *Individualized Instruction, *Program Attitudes, *Program Evaluation, *Program Improvement, *Program Planning, Secondary Education, Student Attitudes, Teacher Attitudes, *Vocational Education
A project was conducted to (1) determine the potential for serving more and a greater variety of students in New Hampshire's secondary vocational centers through individualized instruction techniques, (2) clarify associated terminology and concepts, (3) study teacher, student, and administrator attitudes towards individualized instruction, and (4) produce a guide to individualizing instruction. Six model sites were selected and aided to organize and strengthen their individualized delivery systems via on-site visitations, instructor contracts, instructional materials, support, and consultations with project staff. An identification system which allows the user to determine the current level of individualizing was employed and validated. A handbook on individualized instruction (including the identification system) was developed. Trained teachers and model sites were used to assist and demonstrate the feasibility of alternative individualized instructional approaches. Clarification of terminology was accomplished, and the handbook and identification system were considered useful instruments in establishing or improving vocational individualized instruction. Data relating to serving more and an increased variety of students was not conclusive. (The third-party evaluation report is also included in this document.) (Author/BM)

ED 156 898 08 CE 017 276
PROJECT L.A.V.A. Linking A Vocational Area. Vocational Area #11.
Spons Agency—New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.; Office of Education (DHEW), Washington, D.C.
Pub Date May 78
Note—15p.; The twenty vocational centers were established by the New Hampshire State Board of Education
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrator Guides, Area Vocational Schools, *Career Education, Cooperative Planning, Demonstration Programs, Elementary Secondary Education, Information Centers, Information Dissemination, *Information Networks, *Models, *Regional Cooperation, Regional Programs, Statewide Planning, Systems Development
Identifiers—New Hampshire
The project reported here was done to establish a model for disseminating career education information throughout a regional vocational area to link the area schools and staff. This booklet's content (includes several illustrations) briefly covers what was done, how it was done (workshops, resources, and mini-grants), the results (career education resource center, mini-grants, and workshops), what contributed to the successes, key points to remember, things that would be done differently, types of expenses to be anticipated, conclusions, a checklist of possible activities in initiating an area-wide dissemination model, and persons to contact for additional information. (EM)

ED 156 899 CE 017 277
Literacy in Asia: A Continuing Challenge. Report of a Regional Experts Meeting, Bangkok, 22-28 November 1977.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date 78
Note—213p.
Available from—United Nations Educational, Scientific, and Cultural Organization, Regional Office for Education in Asia and Oceania, 920 Sukhumvit Road, Bangkok, Thailand ($12.50)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Adult Basic Education, Continuous Learning, Coordination, Curriculum Development, Educational Legislation, Educational Planning, Educational Policy, Educational Strategies, Evaluation Needs, *Illiteracy, Instructional Materials, International Programs, *Literacy, *Literacy Education, *National Programs, Regional Planning, Research Needs, Statistical Analysis, Statistical Data, Teacher Education
Identifiers—Afghanistan, *Asia, Bangladesh, Burma, India, Indonesia, Iran, Laos, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Vietnam
In its summary of the literacy situation in thirteen Asian countries, this report analyzes the problems created by illiteracy and makes recommendations to aid in its eradication. Recognizing that illiteracy prevents people from participating in or contributing to their nation's development, part 1 in its general report develops a model national plan for literacy action. The major components of this plan are as follow: (1) government programs and national policies need to focus on the illiteracy problem; (2) all levels of governmental and community efforts need to be coordinated for maximum effectiveness; (3) staff for literacy programs need to be specially trained; (4) instructional materials and curriculum should be competency-based and suited to the characteristics and environment of the learner; (5) literacy action should be viewed as part of an educational continuum; and (6) research and evaluation in adult literacy should be undertaken. Areas for international cooperation are also identified. Part 2 includes reports from each of the thirteen countries on its present literacy status, problems, programs, and proposed solutions. The statistical analysis in part 3 is divided into two sections: one gives illiteracy data from twenty Asian countries, and the other shows the educational attainment level of eighteen Asian countries, focusing on the population with less than a secondary education. Comparisons are drawn between countries, sexes, urban and rural dwellers, rates of illiteracy education over time, and age. (ELG)

ED 156 900 CE 017 279
Study of the Economic and Rehabilitative Aspects of Prison Industry. Technical Tasks and Results.
National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date Jun 78
Contract—J-LEAA-033-75
Note—470p.; Not available in hard copy due to reproducibility problems; For a related document see CE 017 288 ; Project contract was awarded to Econ Inc.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00691-4)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrator Attitudes, *Correctional Rehabilitation, Corrective Institutions, Cost Effectiveness, Demonstration Projects, Economic Research, Feasibility Studies, Industrial Training, Information Systems, Job Skills, *Prisoners, *Program Evaluation, Recidivism, Rehabilitation Programs, *Trade and Industrial Education, Training Objectives, Work Attitudes
Identifiers—*Connecticut
This volume analyzes existing and proposed correctional industries in Connecticut. First, the results of a survey made to determine the potential inmate work force for prison industry are presented as inmate profiles, descriptions of inmate and supervisor attitudes, and analyses of parolees' employment and recidivism rates. In part 2, four industries (print shop, dental laboratory, typewriter repair, and furniture upholstery) already operating at the Somers Correctional Institution are studied by means of job market and sales market surveys, and, for each shop, a review of marketing and manpower scheduling and a profit analysis. Then, of six new industries (microfilming, metal products, musical instrument repair, bakery products, data processing, and solar energy products) proposed for Somers, the first four are found to be suitable based on job market forecasts, profitability, and financial and manpower resources at the prison. Part 4 evaluates Connecticut's offender-based information system and makes recommendations for its improvement. The final section specifies the three dimensions (institutional operations, prison industry operations, and inmate postrelease outcome) upon which the evaluation of the Free Venture Model Prison Industry Program (described in CE 017 288) will be based. Appendixes include (1) copies of the inmate questionnaire, the inmate profile data sheet, monthly follow-up instrument, employer questionnaire, and forms for parolees' evaluation of prison industries; (2) a description of the cost elements of the criminal justice process; and (3) the industry production analysis package for Somers. (Author/ELG)

ED 156 901 CE 017 280
North, David S.
Seven Years Later: The Experiences of the 1970 Cohort of Immigrants in the U.S. Labor Market.
Linton and Co., Washington, D.C.; TransCentury Corp., Washington, D.C.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date 15 Jun 78
Contract—DL-20-11-74-21
Note—192p.; Not available in hard copy because of poor reproducibility
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Cohort Analysis, Comparative Analysis, *Demography, *Employment Experience, Employment Patterns, *Employment Problems, Ethnic Groups, Federal Legislation, Followup Studies, Geographic Distribution, *Immigrants, *Labor Market, Manpower Utilization, Motivation, Occupational Mobility, Occupational Surveys, Political Attitudes, Public Policy, Salary Differentials, Sex Differences, Statistical Data, *Wages
Identifiers—United States
As a followup to an earlier study, this report examines the numbers, motivations, characteristics, and labor market behavior of legal immigrants to the United States. The data used is from published and unpublished government statistics, a survey of 5,000 1970 immigrants, and interviews with 254 of the 1970 cohort. The first three chapters provide the historical, demographic, and legislative background for the 400,000 immigrants that arrive on the average annually. Chapters 4 and 5 focus on the 1970 cohort of immigrants, discussing their earnings, personal characteristics, motivation for immigration, and labor market experiences. Whenever possible, comparisons are drawn between the 1970 immigrants and other groups of immigrants as well as between the general population and the immigrants. It is reported that (1) although most immigrants come to the U.S. for economic reasons, the majority are admitted for familial, not labor-related, reasons; (2) their demographic profile closely resembles the general population in age mix, educational level, and marital status; (3) their earnings increase in the U.S., and they work fewer hours; (4) female immigrants quickly earn as much as their peers while the males more slowly approach equity; and (5) substantial occupational change occurs for the immigrants, much of which is downward. The report concludes with recommendations for legislation to aid immigrants in the labor market and to change U.S. immigration policies. (ELG)

ED 156 902 CE 017 288
Analysis of Prison Industries and Recommendations for Change. Study of the Economic and Rehabilitative Aspects of Prison Industry.
National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date Jun 78
Contract—J-LEAA-033-75
Note—174p.; A few of the pages may not reproduce well because of faint, broken type ; Project was done under LEAA contract to Econ Inc.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00690-6)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Change Strategies, *Correctional Rehabilitation, Corrective Institutions, Cost Effectiveness, *Demonstration Projects, Economic Research, *Industrial Training, Industry, Job Skills, Manpower Utilization, Models, *Prisoners, *Rehabilitation Programs, State Legislation, State Programs, Trade and Industrial Education, Training Objectives, Wages, Work Environment
Identifiers—*Connecticut
This volume presents a study undertaken in Connecticut to identify short-term and long-term strategies for changing prison industries into self-supporting labor systems while simultaneously promoting the rehabilitation of prison inmates. Individual tasks performed as part of the study include a job market survey, an inmate manpower survey, and a product/service sales analysis. Product and labor supply and demand, correctional policies, and legal constraints are discussed. A new concept in prison industries, the Free Venture Model, is proposed, which would (1) create a realistic work environment for inmates; (2) provide partial reimbursement to the state for costs of custody; (3) allow for restitution payments to victims; (4) gradually prepare inmates for release into the community; (5) give prison industry financial incentives for successful reintegration of offenders into the community; and (6) create self-supporting or even profit-making business operations. The relationship between the Free Venture program and other components of the correctional institution is described, and an implementation strategy is proposed. Opportunities for short-term changes, such as establishing a number of Free Venture Industry shops and developing a marketing program, are discussed. Recommendations are then offered for long-term changes, involving such items as program growth decisions and legislative changes. (Author/ELG)

ED 156 903 CE 017 290
Gant, Charles R.
Economics of On-the-Job Training: Annotated Bibliography and Literature Review. Final Report for Period October 1974-November 1976.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No—AFHRL-TR-76-83
Pub Date Dec 77
Note—35p.; Quoted matter in this document may not reproduce well due to small print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Cost Effectiveness, *Economic Research, Educational Accountability, *Educational Economics, Human Capital, *Literature Reviews, *On the Job Training, Productivity, Socioeconomic Background, *Systems Analysis, Welfare

To aid in the development and validation of a cost analytic model for Air Force on-the-job training (OJT), this report reviews the literature on the economics of education and training through mid-1976 inclusively. The first two of the four parts in the document provide narrative discussions of the literature, and the last two contain the bibliographic lists. In section 1 six studies on the costs of OJT are analyzed and evaluated, while in section 2 economics literature of a more general nature is discussed, focusing on three background areas: welfare theory, human capital, and joint production (two or more outputs from one production process). Section 3 is an annotated bibliography of eighty-eight items; the annotations, which are only descriptive, not evaluative, vary in length from one sentence to half a page. The last section consisting of four and one-half pages is an unannotated list of additional references. The items chosen in the two sections encompass journal articles, reports, monographic studies, and texts. Where applicable, Rand report numbers and ERIC document numbers are given. (ELG)

ED 156 904 CE 017 291

Fire in Your Life: A Catalog of Flammable Products & Ignition Sources.

Consumer Product Safety Commission, Washington, D.C.

Pub Date 77

Note—65p.; Some parts may not reproduce clearly due to ink color

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Accident Prevention, *Accidents, Chemical Reactions, Educational Resources, Electricity, Federal Legislation, *Fire Protection, *Fire Science Education, First Aid, Injuries, Instructional Materials, *Safety Education

Identifiers—*Flammable Products

To reduce the number of deaths and injuries caused by fires, this catalog (which is part of the Hap and Hazard Series) gives information about typical accident patterns and about the safest way to purchase, use, store, maintain, and dispose of flammable products. As a reference source, it is intended for use in formal teaching situations as well as in informal situations such as business and social groups. Ten topics are covered, as follows: (1) electricity which presents the hazards of shock and fire; (2) combustion and explosive mixtures and their chemical reactions; (3) matches; (4) space heaters, their various types and dangers; (5) extension and replacement cords and how to interpret their electrical ratings; (6) flammable fabrics, their various types and federal legislation governing their use; (7) ovens and cooking ranges; (8) fireplaces; (9) flammable liquids such as alcohol, turpentine, kerosene, and gasoline; and (10) lighters. Quizzes, games, graphic illustrations, autobiographical experiences, and lists of do's and don'ts or haps and hazards are included throughout the ten chapters. In the appendix is a list of sources for more information. (ELG)

ED 156 905 08 CE 017 292

The Handbook: A Vocational Education Legislative Reference. Federal Laws and Regulations Affecting Vocational Education.

Mariscal and Co., Los Angeles, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Jan 78

Note 610p.

EDRS Price MF-$1.16 HC-$32.81 Plus Postage.

Descriptors—Civil Rights Legislation, *Educational Legislation, *Educational Policy, Educational Programs, *Federal Legislation, Federal Programs, Federal Regulation, Federal State Relationship, *Government School Relationship, Guides, Handicapped, Policy Formation, Rehabilitation, *Vocational Education

Identifiers—United States, *Vocational Education Act 1963

To assist administrators, researchers, and evaluators in better understanding and implementing the Vocational Education Act of 1963, this booklet brings together the provisions of the Act, the regulations, selected provisions from related laws, significant policy, and statements based on public hearings issues. Its format of columns that clearly indicate legislation, rules, and regulations, their citation numbers, and "see also" references to other parts of the text is designed for quick and comprehensive reference use. The other legislation besides the Vocational Education Act includes the following: General Education Provisions Act, Education of the Handicapped Act, Comprehensive Employment and Training Act of 1973, Civil Rights Act of 1964 Title VI, Rehabilitation Act of 1973 Title V, and Education Amendments of 1972 Title IX. Five appendixes are included dealing with the regulations of the Vocational Education Act: (1) the preamble to the final regulations, giving their effective date and rule-making history; (2) critical policy issues raised by their enactment; (3) notice of intent to issue regulations pursuant to the Act; (4) specific questions and answers on the implementation of the Act; and (5) comments and suggestions on the proposed rules, followed by responses indicating reasons for acceptance or rejection of the recommendations. (ELG)

ED 156 906 08 CE 017 320

McCaslin, Barbara S. And Others

The Women Entrepreneurs Project. Final Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 78

Grant—6007603800

Note—168p.; For related documents see CE 017 321-322

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Business Administration, Business Education, Business Skills, *Curriculum Development, *Curriculum Evaluation, *Females, Learning Modules, *Management Development, State Surveys, Teaching Guides

Identifiers—California

Business ownership training materials appropriate for uses in vocational education settings with women clients were developed and tested. A survey of California women business owners was made to identify the characteristics and needs of women entrepreneurs. A series of eight self-paced, student-centered Learning Activities Packages (LAP's) was then developed which takes the learner step by step through the process of preparing a business plan. An Instructor's Guide was developed to provide instructors with explicit information needed to successfully teach a course using these eight LAP's. A pilot workshop was conducted with eight women to test the curriculum materials. The materials and the workshop format were evaluated by the workshop participants and the guest experts. Based on their input and the Advisory Committee's suggestions, the instructional materials were revised and tested in a final workshop involving forty-six participants. A third-party evaluation of the project indicates that the curriculum materials and program design are effective in meeting the objectives of the project. (The appendix, comprising one-half of this report, includes workshop materials, such as assessment and evaluation forms, publicity announcements and agendas, and the California women business owners survey questionnaire and frequency distribution. The eight LAP's and the Instructor's Guide are contained in two related documents--CE 017 321-322.) (EM)

ED 156 907 08 CE 017 321

McNamara, Patricia P.

How to Start Your Own Business. [Women Entrepreneurs Project.] Instructor's Guide.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 78

Grant—6007603800

Note—93p.; For related documents see CE 017 320-322

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Business Administration, Business Education, Business Skills, *Class Activities, Educational Resources, *Females, *Learning Activities, Learning Modules, *Management Development, Teaching Guides

Identifiers—California

This guide was developed to help instructors teach the course for women entrepreneurs as presented in the text, "How to Start Your Own Business." (This small business management course, a product of the California Women Entrepreneurs Project, and the final project report are contained in two related documents--CE 017 320 and 322.) The content is divided into two parts. The first provides a general introduction to and overview of the course and includes the history of the course and its design, sponsorship, curricular placement, length, class schedule, and texts; prerequisite skills and role of the instructor; and anticipated student clientele (includes a student information form). It then presents information and guidelines regarding publicity, guest speakers, and resource development, including samples of press releases, letters to guest speakers, and a sample resource list. Finally, part 1 discusses small group exercises and course evaluation, including a rating form. Part 2 reviews the ten class sessions, and each review includes the rationale for and purposes of the session, an agenda (includes review of assignment, small group exercise(s), guest speaker presentation(s), and wrap-up), and, when appropriate, lists of supplemental information sources and reading references. (EM)

ED 156 908 08 CE 017 322

McCaslin, Barbara S. McNamara, Patricia P.

How to Start Your Own Business. Women Entrepreneurs Project. Instructional Materials.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 77

Grant—6007603800

Note—250p.; Some pages in this document may not reproduce well because of being printed on colored paper; For related documents see CE 017 320-321

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Behavioral Objectives, *Business Administration, Business Education, Business Skills, Educational Resources, *Females, Individualized Programs, Instructional Materials, *Learning Activities, Learning Modules, *Management Development, Worksheets

Identifiers—California, *Small Businesses

This text consisting of eight learning activities packages (LAP's) was developed during the California Women Entrepreneurs Project for use in a course designed to help women entrepreneurs learn how to start their own small business. The LAP's included here are self-paced, student-centered modules which take the learner step by step through the process of preparing a business plan. (The final project report and instructor's guide are contained in two related documents--CE 017 320-321.) Each LAP includes a rationale statement, behavioral objectives, homework learning activities, a list of optional reading materials, fact sheets containing basic content, and worksheets. The titles of the eight LAP's are as follows: Small Business Ownership/Introduction; Marketing Research; Marketing Plan; Setting Up Your Business/Start-Up Decisions and Choices; Financial Planning; Financing, Operations/Running Your Business; and Putting It All Together/Planning Your Business. (EM)

ED 156 909 08 CE 017 324

Hamby, Jeunette And Others

A Comparison Study of the Benefits of Secondary and Postsecondary Vocational Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Montana State Office of the Superintendent of Public Instruction, Helena.; Office of Education (DHEW), Washington, D.C.

Bureau No—498AH60094

Pub Date Jan 78

Grant—GOO-76-04307

Note—102p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Educational Benefits, Employee Attitudes, Employer Attitudes, *Graduate Surveys, Job Satisfaction, Locus of Control, Post Secondary Education, Questionnaires, Secondary Education, *Vocational Education, *Vocational Followup

Identifiers—Montana

Designed to research and document whether monies spent on vocational training produce benefits for the recipients, this study involved a population of 857 Montana high school graduates

of the classes of 1970 and 1971 who were between twentyithree and twenty-five years old at the time of the survey and who had been employed in Montana during at least a two-year period since their graduation. Their education/training divided them into three groups: (1) postsecondary vocational (PSV), (2) secondary vocational (SV), and (3) academic/general (AG). The focuses of the study were (1) graduates' perceptions of their training, (2) employers' perceptions of graduates' training, and (3) comparisons of graduates' perceptions of quality of life. Each of the three focuses was assigned variables to accumulate data for comparative analyses, the data being collected through telephone interviews, employer surveys, and mailout questionnaires. The data analyses showed that PSV graduates more than SV or AG graduates were satisfied with their vocational training, possessed attitudinal qualities employers seek in their employees, had a tendency toward feelings of depression, etc. Both PSV graduates and SV graduates appeared characterized by low esteem for academic programs and attaining higher incomes than AGs during the first five years following graduation, whereas AGs had higher esteem for academic programs and had more reliance on internal control of self. (Appended are the study instruments and documentation of study findings.) (VB)

ED 156 910 08 CE 017 325

A Research Proposal to Develop and Mediate 72 Modules of Individualized Instructional Materials in Four Occupational Areas, and to Develop the Capacity to Reproduce and Distribute Mediated Instructional Materials to Other Educational Institutions. Final Report.

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH-60165

Pub Date Mar 78

Grant—GOO760-3911

Note—124p.; A workshop report (Appendix G) may not reproduce well due to poor print quality, and sample brochures (Appendix I) may not reproduce well due to being printed on colored paper

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Agribusiness, Business Education, *Curriculum Development, Health Occupations, *Information Dissemination, Inservice Teacher Education, *Instructional Materials, *Learning Modules, Media Selection, Office Occupations Education, Post Secondary Education, Research Proposals, State Programs, *Vocational Education, Welding, Workshops

Identifiers—*Missouri (State Fair Community College)

The vocational-technical staff at State Fair Community College conducted a curriculum research project in which twenty-one previously developed modules were revised and updated and seventy-two new modules of individualized mediated instructional materials were developed in the occupational areas of (1) agribusiness, (2) business and office occupations, (3) health occupations, and (4) trade and industrial welding. These modules were not only applicable to postsecondary education, but were also adaptable to secondary youth and special needs programs for disadvantaged and handicapped individuals. Modules developed were identified and later reviewed by advisory committees and state department of education program officers. Instructors developed a student packet, instructor's guide, and script for the modules. Slide/tape presentations or videotapes for the modules were developed by media specialists. A two-day inservice curriculum workshop was held to improve instructors' curriculum development competencies. A media production and distribution center established at State Fair Community College in 1975 was reorganized and expanded. Displays of modules available were set up at state vocational association meetings and brochures were mailed to instructors. From July 1, 1976, through December 30, 1977, approximately 537 modules were distributed to ninety educational institutions, including schools outside Missouri. (Author)

ED 156 911 CE 017 331

Borland, James R.

A National Focus on Competency-Based Adult Education.

Pub Date 20 Jun 78

Note—19p.; Speech given as keynote address at the National Invitational Workshop on Competency-Based Adult Education (Austin, Texas, June 20, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, *Educational Accountability, Educational History, Educational Philosophy, Educational Responsibility, Federal Aid, Federal Legislation, Literature Reviews, *Performance Based Education, Problems, Speeches, Vocabulary

Identifiers—*Adult Performance Level

In this keynote address, the author introduces several topics of concern for participants in a workshop on competency-based adult education (CBAE). First, he defines four basic terms: adult performance level, minimum competency testing, competency-based education, and competency-based adult education. Then he reviews the historical background of CBAE, focusing on the federal legislation of the 1960s. Since the major philosophical premise for federal aid to adult education is that adult education enables persons to become more employable, more independent, and better able to meet adult responsibilities, the author emphasizes the importance of the results of the Adult Performance Level Survey conducted from 1971 to 1975 by the Texas Education Agency and the University of Texas at Austin. He notes that since its publication interest in CBAE has mushroomed. With this growth, four major problems have arisen: (1) confusion in terminology which slows progress within the CBAE movement; (2) CBAE's need to answer the questions and criticisms from the various philosophical views that exist on the purpose of American education; (3) the danger of "over kill" from too much writing and research on the topic, and the need to be selective in identifying worthwhile research; and (4) the danger of interest in it being only a fad. In conclusion, he states the goal of the workshop is to provide as much information as possible about CBAE. (ELG)

ED 156 912 CE 017 342

Kauffman, Dottie L.. Walsh, Gene

Youth in Force in the Labor Force.

Alaska State Dept. of Community and Regional Affairs, Juneau. Div. of Manpower.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date [78]

Grant—02-8-001-48 (YETP)

Note—113p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Alaska Natives, American Indians, Blacks, Career Awareness, *Community Characteristics, Community Resources, Data Analysis, Demonstration Programs, Dropout Rate, Dropouts, *Employment Problems, Job Placement, Needs Assessment, *Occupational Guidance, Out of School Youth, Population Distribution, Program Planning, Social Discrimination, Youth, *Youth Opportunities, *Youth Problems, *Youth Programs

Identifiers—*Alaska

Five Alaskan communities, Ketchikan, Palmer, McGrath, Dillingham, and Kotzebue, were selected as demonstration sites for the Balance of State (BOS) Youth Employment Training Program (YETP), which addressed in-school and out-of-school youth through assessment, career guidance, work-study, and out-of-school programs. An analysis of need showed that according to 1976 population estimates youth between the ages of fourteen and twenty-one number 36,940 in the BOS area, that data is lacking on high school dropouts age fourteen to twenty-one and on the annual number dropping out from high schools, and that juveniles were arrested for 65% of the burglaries, 56% of larceny thefts, 65% of vandalism, and 52% of liquor law violations. Barriers to employment were seasonality of many jobs, lack of fluency in English, inadequacy of transportation facilities in rural areas, alcoholism, personal problems, resistance to cultural change, employer prejudice, etc. (The five Alaskan target communities are analyzed separately according to needs resources and population; also, tables are included, after which goals and resultant objectives are listed [e.g., Goal: The student drop out, retention, and GED enrollment rates within the target areas will be affected significantly as a result of the YETP effort; Objective: At least 15% of the identified population will secure GED equivalency in the first nine months of program operation].) (VB)

ED 156 913 08 CE 017 348

Management Training Programs of Women and Minorities. Survey. Increasing Participation of Women and Minorities in Education R&D.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 78

Grant—NIE-G-77-0030

Note—198p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Needs, *Educational Programs, *Females, Inservice Education, *Management Development, *Management Education, *Minority Groups, Needs Assessment, Racial Discrimination, Seminars, Sex Discrimination, Surveys, Training, Womens Education, Workshops

Identifiers—United States

Based on the assumption that educational research and development (R&D) requires the same technical managerial skills as any other business organization, this survey examined fifty management training programs for women and/or minorities in eighteen business, academic, and industrial settings. Information gathered on courses, workshops, and seminars especially designed for women and/or minorities is compiled by institution in Appendix A. The subjects of these programs are then divided into twenty-four categories in Appendix B, and three participant levels (interested, entry-level, and established) are indicated; this format is used to highlight the areas of need as well as the available sources. It was concluded that (1) management training programs rarely address the needs of women and/or minorities; (2) courses directed toward female managers are usually aimed at entry-level positions; (3) vital topics, such as finance and budgeting, professional development, power and management, managing time, and assertiveness training, are neglected in these programs; and (4) in general, management is a new and experimental field for women and minorities. (ELG)

ED 156 914 CE 017 358

Chambers, Letitia

The Challenge of Youth Employment in Urban Areas.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date 17 Apr 78

Note—14p.; Paper presented at the 1978 National Leadership Conference for Administrators of Vocational Education in Large Cities (Columbus, Ohio, April 16-20, 1978); Some tables in this document may not reproduce well due to small print

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Demography, Economic Factors, Educational Needs, Employment Level, Employment Opportunities, Employment Patterns, *Employment Problems, *Employment Statistics, Federal Legislation, Federal Programs, Labor Market, Labor Turnover, Manpower Utilization, Minimum Wage, Racial Differences, Rural Urban Differences, *Unemployment, Urban Youth, Vocational Education, Work Experience, *Youth Employment, *Youth Problems

Identifiers—United States

Over 3,000,000 youths aged 16-24 fall into the category of unemployed or persons who are discouraged and no longer actively seeking work. This number accounts for more than half of the unemployment in the U.S. and represents a personal tragedy for the youths as well as a considerable loss of productivity for society while adding a drain on its resources. Although the problem is widespread throughout the country, it is greatest in urban areas and affects blacks at a higher rate than whites. Youths suffer from such severe joblessness because (1) they are new entrants to the labor market and lack experience and seniority; (2) their proportion in the total population has risen since the late 1950's; (3) they lack adequate training and job skills; (4) they encounter discrimination against their age and, if non-white, against their race as well; (5) the work they often can obtain is the lowest on the job scale; and (6) the increase in the minimum wage adversely affects their employ-

ment. To alleviate this situation, Congress enacted the Youth Employment and Training Act in 1977 as an amendment to the Comprehensive Employment and Training Act (CETA). The role of vocational education was not considered in this legislative action and needs to be defined. (Statistical tables are included in both the text and appendix.) (ELG)

ED 156 915 CE 017 366
Marshall, Lila
The Role of Career Education in Desegregating Schools in Large Cities.
Pub Date Apr 78
Note—17p.; Paper presented at the 1978 National Leadership Conference for Administrators of Vocational Education in Large Cities (Columbus, Ohio, April 16-20, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Anglo Americans, Black Students, *Career Education, Educational Innovation, Enrollment, Mexican Americans, Problems, *Racial Integration, *School Community Relationship, *School Planning, *School Role, Secondary Education
Identifiers—*Texas (Dallas)
A desegregation plan ordered for the Dallas [Texas] Independent School District (DISD) included voluntary desegregation on the high school level through the use of career education in "magnet schools" (MS) (those that attract students by offering special career, vocational, or other programs). The plan, drawn up by a task force of Blacks, Mexican-Americans, and Whites, included (1) seven MSs to be located within a two-mile radius of the central business district, (2) implementation by academic year 1979-1980, (3) MSs (high schools only) to be open on a voluntary basis, (4) ethnic ratios equal to the ratios of the 9-12 student population of the DISD as a whole, plus or minus 10%, (5) encouragement of partnerships and working relationships between institutions of higher learning and the business and cultural communities and the MS, (6) a minimum enrollment of 500 students for each MS, and (7) extensive integration through busing the 4-8 grade level (17,000 students). Ten million dollars of a bond issue were earmarked for the magnet school program. During the first year, more than 4,100 students attended four new magnet high schools; and during the second year, 6,000 students attended them. (A goal of 7,000 has been set.) Conclusions drawn were that students were enthusiastic about the career education approach to school, that previous experience with the Skyline Career Development school, a type of magnet school in the DISD, facilitated the plan and that reading and comprehension scores improved, some dramatically. Problems encountered were minimal parental involvement and difficulty in attracting enough whites to the schools. (VB)

ED 156 916 08 CE 017 376
Evenson, Jill S. O'Neil, Mary L.
Current Perspectives on the Role of Career Education in Combatting Occupational Sex-Role Stereotyping.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date May 78
Note—40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Choice, *Career Education, Career Exploration, *Change Strategies, Changing Attitudes, Community Programs, In-service Teacher Education, Instructional Materials, Literature Reviews, Needs Assessment, Occupational Aspiration, Occupational Guidance, Program Evaluation, Resource Centers, Secondary Education, Sex Differences, Sex Discrimination, *Sex Role, *Sex Stereotypes, *Vocational Counseling
A study was conducted to determine the extent to which student needs for nonsexist career guidance and education are met by existing and developing career education strategies at the secondary school level and to propose areas for further development. Through a literature search and the examination of teachers, counselors, and students, a set of needs was identified and organized into three categories: knowledge about occupational sex-role stereotyping and career decision-making; non-sexist attitudes; and behavior or activity to reduce stereotyping and broaden career choice. From the little information available on strategies designed to deal with this problem, it was determined that most strategies concentrate on the knowledge and attitude needs. Factors that contribute to effective strategies were found to include the following: in-service training for school staff; use of content material based on the students' experiences; early intervention; and follow-up support for students. Since career education can play a vital part in reducing sex-role stereotyping, this report recommends that it focus on the above four factors as well as on (1) activities that increase young women's career motivation and help them plan realistically for the future; (2) resource centers for school personnel for non-sexist career education and curricula materials; (3) evaluation studies; and (4) community-based programs and activities that aid students in increasing career awareness. (Author/ELG)

ED 156 917 CE 017 388
Lebowitz, Ann, Ed.
A Study of the Participation of Women in the Health Care Industry Labor Force. Executive Summary.
Radcliffe Inst., Cambridge, Mass.
Spons Agency—Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.
Report No—HRA-77-644
Pub Date Jun 77
Contract—HRA-106-74-166
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Choice, Employer Employee Relationship, *Employment Patterns, Employment Problems, Family Life, Federal Legislation, Fringe Benefits, Guidance Counseling, *Health Occupations, *Health Personnel, *Job Satisfaction, *Occupational Choice, Occupational Guidance, Parent Attitudes, Pregnancy, Promotion (Occupational), Sex Discrimination, Socioeconomic Influences, Working Hours, *Working Women
A study was conducted to explore the relationship between socioeconomic and personal circumstances of women in health occupations and their labor market behavior. Using a conceptual framework (the Life Patterning Process), discussions were held in six states with a total of 279 women representing five health occupations: registered nurses, licensed practical nurses, dentists, dental hygienists, and health care administrators. The discussions centered on the interrelationships of childhood socioeconomic status, marriage, childbearing, career development, and job satisfaction. Additionally, employment benefits provided by hospitals, nursing homes, and dental group practices were studied. Major conclusions and recommendations include the following: (1) women in health occupations are increasingly combining a career with marriage and a family, a pattern which differs markedly from prevailing social norms; (2) job benefits must be redesigned to meet the needs of working women and to include those engaged in part-time work; (3) the most critical factors in initial career choice are the attitudes of parents and guidance counselors; (4) flexible scheduling should be considered for jobs in the health fields; (5) career advancement projects should be undertaken by single or related health care institutions; and (6) national legislation on health manpower, cost control, and occupational health and safety should be studied by groups representative of women's interests. (ELG)

ED 156 918 CE 017 401
Armstrong, Ivan J.
Auto Mechanics, Volume I. Instructional Units.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date [78]
Note—905p.; For a related document see CE 017 402
Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 (Teacher, $15.00; student, $8.50; invoiced)
EDRS Price MF-$1.67 Plus Postage. HC Not Available from EDRS.
Descriptors—Audiovisual Aids, *Auto Mechanics, Criterion Referenced Tests, Curriculum Guides, Engines, *Job Skills, Learning Activities, Learning Modules, Measurement Instruments, *Mechanical Skills, *Motor Vehicles, Objectives, Performance Based Education, Safety, *Trade and Industrial Education
To assist teachers and students in understanding the latest concepts and functions of the automobile, this curriculum guide treats both the skills and knowledge necessary for auto mechanics. Developed by an advisory committee of instructors and mechanics in the industry, this manual consists of the following five sections: orientation and safety; measuring units and rules; engines and their systems; suspension; and brakes. Each section contains several instructional units which are organized into eight parts: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities, outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) transparency masters; (5) job sheets, which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 919 CE 017 402
Armstrong, Ivan J.
Auto Mechanics. Volume II. Instructional Units.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date 78
Note—937p.; For a related document see CE 017 401
Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
EDRS Price MF-$1.67 Plus Postage. HC Not Available from EDRS.
Descriptors—Air Conditioning, Audiovisual Aids, *Auto Mechanics, Criterion Referenced Tests, Curriculum Guides, Electrical Systems, Engines, Heating, *Job Skills, Learning Activities, Learning Modules, *Mechanical Skills, *Motor Vehicles, Objectives, Performance Based Education, *Trade and Industrial Education
To assist teachers and students in understanding the latest concepts and functions of the automobile, this curriculum guide treats both the skills and knowledge necessary for auto mechanics. Developed by an advisory committee of instructors and mechanics in the industry, this manual consists of the following four sections: engine rebuilding; electrical systems; drive train; and accessories such as air conditioning and heaters. Each section contains several instructional units which are organized into eight parts: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities, outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) job sheets which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 920 CE 017 410
Hendirx, Laborn J. Patton, Bob
Cement Mason's Curriculum. Instructional Units.
Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date 75
Note—1,124p.
Available from—Associated General Contractors, 1957 E. Street N.W., Washington, D.C. 20006 (Teacher, $25.00; Student, $20.00)
EDRS Price MF-$2.00 Plus Postage. HC Not Available from EDRS.
Descriptors—Audiovisual Aids, Blueprints, *Building Materials, *Cement Industry, Construction (Process), Criterion Referenced Tests, Curriculum Guides, Equipment, Equipment Maintenance, Job Application, *Job Skills, Learning Activities, Learning Modules, *Masonry, Objectives, Performance Based Education, Road Construction, Safety, *Trade and Industrial Education
Identifiers—*Cement Masonry

To assist cement mason instructors in providing comprehensive instruction to their students, this curriculum guide treats both the skills and information necessary for cement masons in commercial and industrial construction. Ten sections are included, as follow: related information, covering orientation, safety, the history of cement, and applying for a job; concrete materials; tools and equipment; placing concrete; concrete finishes for buildings; concrete finishes for highways; curing and protection; blueprint reading and estimating; surface treatment; and equipment repair. Each section is composed of one or more instructional units organized into eight parts: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) transparency masters to reinforce the learning process; (5) job sheets, which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 921 CE 017 421

Smith, Eddie And Others

Vocational Agriculture Education. Agricultural Mechanics.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 77

Note—924p.

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 (Teacher, $15.00; Student, $8.00)

EDRS Price MF-$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, Agricultural Safety, Agriculture, Audiovisual Aids, Building Materials, Criterion Referenced Tests, Curriculum Guides, Descriptive Writing, Electricity, Engines, *Job Skills, Learning Activities, Learning Modules, Measurement Instruments, *Mechanical Skills, Objectives, Performance Based Education

To assist teachers in agricultural mechanics in providing comprehensive instruction to their students, this curriculum guide treats both the mechanical skills and knowlege necessary for this specialized area. Six sections are included, as follow: orientation and safety; agricultural mechanics skills; agricultural power and machinery; agricultural electric power and processing; agricultural building; and the farm level and legal land description. Each section is composed of one or more instructional units which are organized into eight parts: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) transparency masters to reinforce the learning process; (5) job sheets, which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 922 CE 017 450

Turcotte, Raymond J. And Others

Bricklaying Curriculum. Instructional Units.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 77

Note 788p.; Some diagrams are marginally legible due to type size

Available from Associated General Contractors, 1957 East Street, N.W., Washington, D.C. 20006 (Teacher, $25.00; Student, $20.00)

EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors Arithmetic, Audiovisual Aids, *Bricklaying, *Building Materials, Cleaning, Construction (Process), Criterion Referenced Tests, Curriculum Guides, Employer Employee Relationship, Equipment, *Job Skills, Learning Activities, Learning Modules, Objectives, Performance Based Education, Problem Solving, Promotion (Occupational), Safety, Shop Curriculum, *Trade and Industrial Education

To assist bricklaying instructors in providing comprehensive instruction to their students, this curriculum guide treats both the skills and information necessary for bricklaying in commercial and industrial construction. Eight instructional units are included, as follow: general orientation; tools and equipment; safety; materials; human relationships and leadership, focusing on characteristics desirable in employees; related information such as basic arithmetic and ratio and proportion problem solving; shop practices; and cleaning, pointing, and caulking. Each unit consists of eight sections: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities, outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) transparency masters to reinforce the learning process; (5) job sheets, which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 923 CE 017 467

Mott, Frank L. Moore, Sylvia F.

The Causes of Marital Disruption among Young American Women: An Interdisciplinary Perspective.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date [78]

Note—31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Age, Demography, *Divorce, Economic Factors, Educational Background, Family Income, Family Life, *Females, Literature Reviews, Marital Instability, *Marriage, Parent Child Relationship, Pregnancy, *Racial Differences, Rural Urban Differences, Social Influences, Socioeconomic Influences, State Legislation, Welfare, Working Hours, *Young Adults

Using the National Longitudinal Survey of young women aged 14 to 24 in 1968 who were interviewed annually over a five-year period, a study was conducted to examine the relative importance of economic and noneconomic factors in determining the likelihood of marital disruption for young black and white women. A literature review showed that previous research lacked an interdisciplinary approach. The major economic factors examined consisted of the husband's earnings, improvements in financial position, debt accumulation, welfare accessibility, the woman's income, and number of hours worked per week. The demographic and social variables considered were the woman's education, age, duration of marriage, childbearing, growing up in a broken home, and urban/rural residence. Also the ease with which one can obtain a divorce in the state of residence was analyzed. It was found that (1) direct economic factors are less important as determinants of marital breakdown than socioeconomic background and demographic factors; (2) educational attainment, coming from a broken home, age, and duration of marriage are the most influential determinants; (3) racial differences are not significant. Topics for future research on this subject are suggested. (ELG)

ED 156 924 08 CE 017 471

Crawford, Glinda B. And Others

Food Preparation: An Instructional Package with Adaptations for Visually Impaired Individuals.

North Dakota School for the Blind, Grand Forks.; North Dakota Univ., Grand Forks.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—144p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Cooking Instruction, Curriculum Guides, *Foods Instruction, *Home Economics, Information Sources, Instructional Materials, Junior High School Students, *Mainstreaming, Teaching Techniques, *Visually Handicapped, Worksheets

This instructional package, developed for the home economics teacher of mainstreamed visually impaired students, provides food preparation lesson plans appropriate for the junior high level. First, teacher guidelines are given, including characteristics of the visually impaired, orienting such students to the classroom, orienting class members to the visually impaired, suggestions for effective teaching, and sources of assistance for teachers such as reading materials, organizations, and agencies. Next, the food preparation unit objectives and unit generalizations are given, followed by six lesson plans. The topics of the lessons are kitchen appliances and equipment, kitchen work areas, cleanliness in the kitchen, measuring techniques, practicing cooking skills, and outdoor cooking. Each lesson includes objectives and generalizations, a pre- and posttest with an answer key, a list of learning activities (i.e. teacher lecture-demonstration, information sheets designed for all students and some especially for the blind, worksheets and worksheet keys, games), additional learning activities, suggested films, books, kits or other resources, and special notes to the teacher for presenting the lesson to the visually impaired students. Concluding the package is a list of addresses for food resource materials (pamphlets, books, cassette tapes, films) and a bibliography on foods and cookbooks with indication whether is available in large type, braille, or record. (This instructional package is one of a series of instructional packages developed as a part of a project titled Development of Home Economics Curriculum for the Visually Impaired.) (JH)

ED 156 925 CE 017 511

Auto Parts Workbook.

California State Dept. of Education, Sacramento. Bureau of Industrial Education.

Pub Date 78

Note—134p.; Parts may be marginally legible due to type size

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Apprenticeships, *Auto Parts Men, Cataloging, Display Panels, *Distributive Education, Employment Opportunities, *Job Skills, *Merchandising, Study Guides, *Trade and Industrial Education, Training Objectives, Vocabulary, Workbooks

Identifiers—Inventory Control

This workbook is designed to provide the student apprentice in the auto parts trade with up-to-date knowledge and technical skills. The subject matter is organized into six units: (1) scope or background material, and employment opportunities in the field; (2) areas of responsibility, including shipping and filling orders, receiving, stock maintenance, pickup and delivery, the counter, and sales; (3) cataloging systems for factory and jobber-independent parts; (4) inventory and stock control; (5) counter sales, covering parts terminology and how to sell; and (6) displays, their organization and purpose. The separate topics within these units each contain a summary of objectives, study assignments, discussion topics, self-administered tests (answer sheets are not provided), and study guides. (ELG)

ED 156 926 CE 017 549

Jobs for You in Indiana.

Indiana Advisory Council on Vocational Education, Indianapolis.; Indiana State Employment Security Div., Indianapolis.

Pub Date 78

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Employment Opportunities, *Job Market, *Occupational Information, Resource Guides

Identifiers—Indiana

This booklet was developed to provide young people with information about the job opportunities which exist in Indiana. The information is organized separately for fourteen regions of the state. The content for each region includes where the jobs are, the kinds of available work, what workers do in the various job situations, who the employers are, a list of occupations with high potential of job opportunities, a list of additional occupations with potential job opportunities, and the addresses and telephone numbers of several state employment offices. (EM)

CG

ED 156 927 CG 012 510
Richardson, Robert L.
Higher Education as Student Development: A Conceptual Model.
Pub Date Nov 77
Note—11p.; Paper presented at the Conference of the Southern College Personnel Association (Birmingham, Alabama, November 2-4, 1977); Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—College Administration, College Curriculum, *College Role, Educational Assessment, *Educational Objectives, *Higher Education, *Humanistic Education, *Models, Research Projects, *Student Development, Student Subcultures

A sample of 462 student affairs professionals responded to a survey questionnaire designed to conceptualize a model institution of higher education committed to facilitating the development of the whole student. The respondents represented 74% of a randomly selected population sample drawn from the membership lists of ACPA, NASPA, and NAWDAC. The members of the sample responded to options within six institutional categories hypothesized by Chickering to effect the development of students: (1) clarity and consistency of objectives; (2) institutional size; (3) curriculum, teaching, and evaluation; (4) residence hall arrangements; (5) faculty and administration; and (6) friends, groups, and student culture. The selections were made from the perspective of which options would best facilitate the development of the whole person. Personal and demographic data about the respondents were coded and analyzed. A one-sample chi-square was computed on each item to determine if there was statistical significance in choice of response options. A two-sample chi-square was computed on each item within the six categories and compared with each question providing personal and demographic data. The purpose was to determine if the personal and demographic data significantly influenced the selection of response options. Results are reported in the form of a model. (Author)

ED 156 928 CG 012 514
Walsh, R. Patricia Connor, Catherine L.
Old Men and Young Women: Partners in Discrimination.
Pub Date [77]
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Age Differences, *Bias, College Students, *Discriminatory Attitudes (Social), Expectation, *Performance Factors, Research Projects, *Sex Differences, Social Discrimination, *Stereotypes

Previous research has suggested that identical performances by men and women are often evaluated differently. Men with high-quality accomplishments are perceived more positively than women, while unsuccessful men are rated more negatively than their female counterparts. This study extended the research by including elderly stimulus persons to compare attitudes toward the young and the old. Participants evaluated either a good or a bad essay supposedly written by one of four target persons: a 24-year-old woman; a 24-year-old man; a 63-year-old woman; or a 63-year-old man. The quality of the young man's and the elderly woman's essay profoundly affected evaluations of them, but essay quality had no impact on ratings of young women and old men. The data suggest that participants' negative stereotypes caused them to expect the accomplishments of young women and old men to be of lower quality than those of young men or old women. Possible explanations for the higher expectations for elderly women's performance are, first, that participants felt that she was a deviant case (superior despite being old and female); or, second, that our culture possesses a rather positive stereotype of all elderly women. (Author)

ED 156 929 CG 012 515
Lecomte, Conrad And Others
New Directions in the Evaluation of Counselor's Professional Competence.
Pub Date Aug 77
Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Counseling Effectiveness, *Counselor Evaluation, *Counselor Performance, Evaluation Criteria, Professional Personnel, Research Projects, *Self Evaluation, *Skills, *Standards

Based on a sound conceptual, integrative and systematic framework, the present study examines the competencies counselors value and their perceived performance on each of the competencies. Specifically, the objectives of this study were (1) to develop a comprehensive set of counselor competencies; (2) to identify the competencies for which there is a high level of consensus of importance among counselors; (3) to determine the competencies for which there is a high level of consensus in terms of perceived competence; and (4) to study systematically the effects of variables such as: status, academic degree, years of professional experience, and theoretical orientation on the perceived importance and performance on each of the competencies. In general, results indicated that counselors give most importance to self awareness, personal characteristics, basic interpersonal skills and societal awareness. Their perception of their competence follows the same patterns. Results were discussed in terms of their implications for counselor training and current professional practices. (Author)

ED 156 930 CG 012 516
Cashion, Barbara G.
Covert Sexism in the Study of Suicide.
Pub Date 5 Sep 77
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Bias, *Females, Literature Reviews, Marriage, Role Conflict, *Sex Differences, *Sex Discrimination, Sex Role, Social Isolation, *Social Science Research, Social Status, *Suicide

The sociological study of suicide has suffered from a lack of knowledge about women in society. Data regarding women's participation in the labor force and in marriage have been lacking, overlooked, poorly analyzed statistically, and misunderstood. When data on women have not reflected suicide theory based on male rates, female suicide has been treated as if it were a deviant kind of suicide behavior. Suicide theory has been distorted by this general lack of knowledge, as can be shown by a review of major works in the sociology of suicide. However, now that a better understanding of women is available to theorists, including more sophisticated knowledge about the socialization of women and the status of women in the work force and in marriage, it is possible to gain new insights into the suicidal behavior of women. This should further theortical understanding of all suicide behavior. (Author)

ED 156 931 CG 012 519
Smidchens, Uldis Thompson, Eugene
Effects of Family Orientation Within Socioeconomic Strata Upon Basic Skill Achievement.
Pub Date Mar 78
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, Educational Research, Elementary Education, Elementary School Students, Family Influence, *Family Structure, *One Parent Family, *Skill Development, *Socioeconomic Background, *Teacher Attitudes

This research examines the effects of family organization upon student achievement. The authors are particularly concerned with teacher expectations and beliefs regarding single parenting and its effects upon skill acquisition. The sample is made up of over 400 fifth graders in the public schools of a middle sized midwestern city. Data regarding student achievement are based on results of the California Achievement test. Independent variables included are race, sex, family organization and three measures of family socioeconomic status. Examination of the data for variability attributable either to independent variables or interaction effects was carried out through the use of a two-way analysis of variance utilizing a least squares method. The generalized observation regarding the data must be that students from two-parent families tend to record higher achievement scores than do students from one-parent families. Often these findings are tempered by the apparent lack of discrepancy between the family organization patterns in the higher ranges of the socioeconomic variables. Generally, family organization seems to have a greater impact on the students in lower ranges of the socioeconomic scales. (Author)

ED 156 932 CG 012 520
Hall, William M., Jr. Valine, Warren J.
The Relationship Between Self Concept and Marital Adjustment.
Pub Date [74]
Note—11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adjustment (to Environment), College Students, *Commuting Students, Counseling Services, Higher Education, *Marriage Counseling, *Married Students, Research Projects, *Self Concept, Student Needs, Student Personnel Services
Identifiers—*Marital Adjustment

The purpose of this study was to investigate the relationship between self concept and marital adjustment for married students and their spouses in a commuter college setting. The sample consisted of a random selection of 50 "both spouses commuting" couples, 50 "husband only commuting" couples, and 50 "wife only commuting" couples (300 subjects). A significant relationship between self concept and marital adjustment was found for the total sample of married commuter college students. There was a significant relationship for males in marriages where both spouses were commuting to college, and where the wife only was commuting. Females in "wife only commuting" marriages were also found to have a significant relationship between self concept and marital adjustment. The major implications of the study were that apparently self concept and marital adjustment do have a bearing on one another, and that student personnel staff members need to offer marital counseling to couples who have an arrangement of wife in college and husband working. (Author)

ED 156 933 CG 012 521
Brandwein, Carole Postoff, Rena
A Didactic and Therapeutic Model of Intervention in Working with Adult Children of Aged Parents.
Pub Date Nov 77
Note—26p.; Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Child Responsibility, Child Role, *Family Counseling, Gerontology, Individual Needs, *Institutionalized Persons, *Nursing Homes, *Older Adults, *Parent Child Relationship, Parents, Program Descriptions, Self Care Skills

The objective of this paper is to evaluate a model of intervention which can be easily developed and implemented in agencies that deal with multi-generational families. It is based on the realization that increases in the aged population highlight the need for supportive services to adult children. A sample of 35 adult children whose aged parents were awaiting admission into a long-term care facility convened for six weekly sessions. The program was designed to blend two modes of intervention: a therapeutic component and an educational one which provided pragmatic information. Results indicated that without exception group satisfaction was high. Therapeutically, this model provided members the opportunity to ventilate feelings, explore alternatives, and assess existing attitudes. On a didactic level, the learning gained helped participants understand the aging process, and facilitated effective use of community resources. The following implications emerged: the program is a good method for disseminating information and providing support to a population faced with common problems, and can be easily implemented in a wide variety of existing community settings. Further analysis is currently in progress to determine the effect of other variables on the coping ability of this population. (Author)

ED 156 934 CG 012 522
Thompson, John L. And Others
Project SAIL: An Evaluation of a Dropout Prevention Program.

Pub Date Feb 78
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Community Cooperation, *Dropout Prevention, Dropout Programs, Group Counseling, Individual Counseling, Models, *Parent Participation, *Program Evaluation, Secondary Education, Socially Maladjusted, *Systems Approach
Identifiers—*Minnesota (Hopkins), *Project SAIL

Project SAIL (Student Advocates Inspire Learning) is a Title IV-C Project located in Hopkins, Minnesota, designed to prevent students from dropping out of school by keeping them successfully involved in the mainstream environment. This study presents a review of other dropout prevention approaches, describes the intervention strategies involved in Project SAIL and evaluates the effectiveness of the project. The core methodology of Project SAIL is a goal-setting process that encourages individuals to set concrete, measurable goals which are realistic and attainable. In addition, the program utilizes group and individual counseling, teacher and parent involvement and referrals to appropriate community agencies. Project SAIL provides a successful mainstream model for dropout prevention, having achieved two out of three program objectives. (Author)

ED 156 935 CG 012 523
Gnagey, William J.
Changes in Student Motivational Structure During Adolescence: A Pilot Study.
Pub Date [70]
Note—15p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adolescents, *Affiliation Need, *Changing Attitudes, *Motivation, Needs Assessment, *Psychological Needs, Psychological Studies, Research Projects, Secondary Education, *Self Actualization
Identifiers—*Maslow (Abraham H)

This is a cross-sectional, descriptive study of the motivational profiles of 524 students from grade 7 through the freshman year in college. A new Motivation Inventory was administered to all students. This instrument measures six classes of needs referred to by Abraham Maslow as physiological, safety, love and belonging, esteem, self-actualization and need to know. The results partially support Maslow's prepotency principle. Scores of males and females diverge abruptly in the 10th grade. Parallels exist with Robert E. Nixon's cognitive stage of development. It appears that while the ninth grade teacher may be able to operate with similar motivating devices for both sexes, the teacher of upperclassmen must allow for different activities and payoffs for boys and girls. (Author)

ED 156 936 CG 012 524
Eberly, Donald J.
Youth Socialization Via National Service.
Pub Date Feb 78
Note—14p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Developmental Tasks, Maturation, *National Programs, Program Descriptions, *Socialization, State of the Art Reviews, *Unemployment, Youth Employment, *Youth Programs

Both economic and sociological analyses of the "youth problem" tend to segregate young people into two classes: those who will make it through the system as it exists, and those who will need help to make it. The resulting programs for those who need help often have the effect of further stigmatizing the participants. By contrast, a program which derives from the mutual responsibility between a nation and its young people makes no class distinctions yet accomplishes both economic and sociological objectives. A National Youth Commission, which would view youth needs holistically, could be a catalytic agent in the evolution of a national youth policy, with national service as a cornerstone of that policy. (Author)

ED 156 937 CG 012 526
Balch, Philip And Others
Delivery Strategies in Behavioral Obesity Treatment: Comparing Type and Degree of Therapist Contact in Treating the Obese.
Pub Date 77
Note—15p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (11th, Atlanta, Georgia, December 9-11, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Behavioral Counseling, *Behavior Change, *Bibliotherapy, *Body Weight, College Students, Health, *Paraprofessional Personnel, Research Projects, Therapists
Identifiers—*Obesity

Relative to other treatment modalities for obesity, behavioral strategies, particularly self-control, have been established as effective means of weight loss and control. While most of the early research reported the presence of live professional therapists treating individuals or groups, more recent interest has focused on programs using little or no live therapist contact and use of paraprofessionals as behavioral weight therapists. This paper outlines the findings of three independent but coordinated investigations, with a total sample of 142 treated subjects, in which the treatment effectiveness of trained and untrained paraprofessionals, telephone therapy, nurses, and bibliotherapy with and without feedback were examined. The population for all three studies were college students at the University of Arizona. Findings, with six month follow-up data, indicate significant within-group losses with no between-group differences. Discussion focuses on the effectiveness and relative efficiency of low or no therapist contact and the uses of professionals as trainers and consultants. (Author)

ED 156 938 CG 012 527
Gough, Pauline
Sexism: New Issue in American Education.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 76
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Change Strategies, Changing Attitudes, *Educational Change, Educational Responsibility, *Instructional Materials, Parent Role, *Sex Discrimination, *Sex Stereotypes, *Socialization, State of the Art Reviews, *Teacher Education, Womens Studies

In the wake of the women's movement of the 1960's and 1970's, sexism has emerged as an issue in American education. Sexism refers to rigidly prescribed and therefore limiting roles for either sex. The American school, since its beginning, has been given the responsibility for teaching attitudes and values and for preparing young people for successful personal, occupational, and social adjustment. In preparing girls and boys for traditional sex roles, the school has been reflecting the society that maintains it. Feminists argue that schools must now take a more decisive role in shaping society in new and truly egalitarian directions that will guarantee full personhood for every child, male or female. This booklet discusses the pervasiveness of sex stereotypes, the roles of the school and of parents in socialization, sexism in curricular materials, sexism in school organization, teacher training for change, and a direct teaching strategy focusing on women's studies. (Author)

ED 156 939 CG 012 528
Storck, P. A. And Others
Fiction and Psychology: An Assessment of the Activity and Disengagement Theories of Aging as Applied to Elderly Protagonists.
Pub Date [77]
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Characterization, *Content Analysis, *Fiction, Gerontology, Literary Analysis, *Measurement Instruments, *Older Adults, *Psychology, Quality of Life, Research Projects, Self Concept, Social Relations
Identifiers—*Life Satisfaction Rating Scale

Fiction is one of the richest potential data resources available to the psychologist, but its study presents serious methodological problems. Chief among these problems is the question of whether instruments of measure designed for human subjects may be appropriate to studies of fictional characters who are drawn from the experience and observations of authors. To test the applicability of the activity and the disengagement theories of aging to elderly characters in fiction, six novels were selected from the Current Fiction Catalogue for evaluation on the Life Satisfaction Rating scale. All the novels portrayed a protagonist of 80 years of age or more. An equal number of male and female protagonists were represented in the selection. Results of the evaluation were compared with results from the human subjects' scores taken from the Kansas City Study of Adult Life. No significant differences were found in collective scores. While these findings appear to support the applicability of human quantitative evaluation instruments to fictional characters, other findings in the study provoked qualitative questions. This research suggests the desirability of an instrument which can isolate and measure an interpretative cognitive factor for subjects as well as for fictional characters. (Author)

ED 156 940 CG 012 529
Feindler, Eva L. Elder, John P.
A Comparison of Response-Cost and DRO Procedures in the Reduction of Swearing Behavior of Institutionalized Adolescents.
Pub Date [77]
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adolescents, *Anti Social Behavior, Behavioral Science Research, *Behavior Change, *Change Strategies, *Contingency Management, Institutionalized Persons, *Negative Reinforcement, *Positive Reinforcement, Research Projects

Response-cost refers to a procedure whereby a positive reinforcer is lost or some penalty is invoked following a specific misbehavior. In an alternate procedure called Differential Reinforcement of Other Responses (DRO), a reinforcing stimulus is delivered when a particular response is not emitted for a specific interval of time. This study compares the effectiveness of these two procedures in reducing four types of inappropriate behaviors. Subjects were eight residents of a state hospital's adolescent unit. Results show DRO as significantly more effective than response-cost procedures in reducing swearing. Moreover, one of the response-cost procedures utilized resulted in slight increases in the frequencies of two of the other three targeted behaviors. Based on these results the authors recommend that treatment personnel explore the use of less aversive and possibly more effective positive contingencies. (Author)

ED 156 941 CG 012 530
Morgan, Don
North Hastings Alcohol Clinic: A Rural Developmental Project Based on Local Coordination and A.R.F. Consultation.
Pub Date 77
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Alcohol Education, *Alcoholism, *Consultation Programs, *Drug Abuse, Foreign Countries, *Health Services, Human Services, Program Descriptions, *Rural Clinics, Rural Population, Staff Improvement
Identifiers—*Canada (Hastings County)

This study reports on a rural developmental project based on local coordination and Addiction Research Foundation (A.R.F.) community consultation. The purpose of the project is to develop addiction services and general community awareness in a small, northern, rural setting in Hastings County, Canada. The effect of the effort has been the development of an alcohol clinic and an alcoholism education program based completely in the community. The methods used are community consultation on a monthly visitation basis by the A.R.F. consultant. The Clinic and educational efforts have been the result of a coordinated effort between three local agencies and the A.R.F. consultant. The project has been in effect 12 months and is beginning to have some influence on the village and surrounding area. Most importantly, the consultation model is a training model which is ongoing and leaves the community with local professionals skilled in dealing with persons who are addicted to alcohol. The project will continue for a 12-month period and will emphasize professional training for those involved in staffing the Clinic. (Author)

ED 156 942 CG 012 531
Collier, Helen
Training Parents to Help Other Parents in the Management of Their Children.
Kansas Univ., Lawrence. Bureau of Child Research.; Shawnee Mission Public Schools, Kans.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date Dec 77
Grant—1-T31-HH 14543

Note—7p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (11th, Atlanta, Georgia, December 9-11, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Behavior Change, *Change Strategies, *Child Rearing, *Educational Programs, Family Relationship, *Parent Child Relationship, *Parent Education, Parent Participation, Program Descriptions, Socialization

Responsive parenting, a preventative mental health training program, teaches parents to observe and measure behaviors of concern and to apply social learning theory principles to increase appropriate social and academic behaviors in the home. The program also includes training parents to teach other parents the Responsive Parenting Model. Criteria for selection into the training program include completion of the Responsive Parenting Course and completion of an independent reliability check during each phase of the project and scientific verification. The training program consists of four levels: (1) the Apprentice Group Leader; (2) the Group Leader; (3) the Apprentice Program Director; and (4) the Program Director. (Author)

ED 156 943 CG 012 532
Cost and Service Impacts of Deinstitutionalization of Status Offenders in Ten States: "Responses to Angry Youth."
Little (Arthur D.), Inc., Washington, D.C.
Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date Dec 77
Contract—J-LEAA-013-77
Note—75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Change Strategies, *Cost Effectiveness, Delinquents, Human Services, *Institutional Role, *Juvenile Courts, Legislation, Research Projects, Residential Programs, Social Problems, *Youth Problems
Identifiers—*Status Offenses

Status offenders are minors brought to the attention of courts because they are runaways, truants, or are considered ungovernable or incorrigible. This report assesses the costs and service impacts of deinstitutionalization of status offenders. The findings are based on case studies in 10 states. Included in this report are sections on the state of deinstitutionalization, services available to status offenders, cost analysis and related issues. With the exception of the need for residential alternatives to detention, the findings show that there are virtually no status offender specific needs. Rather there are youth needs. The study concludes that new programs targeted to status offenders as a special population would primarily serve to exacerbate the current fragmentation which characterizes youth services systems in all the states. (Author)

ED 156 944 CG 012 533
Notes from Workshop Center for Open Education. Fall 1977.
City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.
Spons Agency—Far West Lab. for Educational Research and Development, San Francisco, Calif.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date 77
Note—52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Bulletins, *Educational Environment, Elementary Education, *Flexible Classrooms, *Humanistic Education, Models, *Open Education, *School Space, *Self Directed Classrooms, Space Utilization, State of the Art Reviews, Teacher Behavior
Identifiers—*New York (New York)

This publication provides a periodic report on the changes begun in the New York City public schools under the direction of the City College Advisory Service to Open Corridors. The Open Corridor concept involves a cluster of classrooms around a single corridor which is used as an activity center. Children from the various classrooms may go to the corridor for specialized activities, or they may move from their own classroom to one of the others on the corridor. This issue is one of a series on the first 10 years of continuous Open Corridor work. Included are excerpts from a series of Experienced (Open Corridor) Teachers' Meetings and an article describing the first Open Corridor. (Author/DOW)

ED 156 945 CG 012 534
Choksey, Linda L.
The Relationship Between Child-Rearing Styles and the Effects of Familial Death on Pre-Adolescent Children.
Pub Date Apr 78
Note—36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Childhood Attitudes, *Child Rearing, Children, *Death, Developmental Stages, *Family Influence, *Individual Development, Literature Reviews, *Parent Child Relationship, Psychological Needs

This paper primarily considers the effects of parental and sibling deaths on preadolescent children, including the relationship of child rearing styles to the process of mourning. Through a review of the literature and an integration of several psychological factors, the author shows that familial death places children at risk. However, she emphasizes that the heightened possibility of developmental disturbances does not make their occurrence inevitable. This paper also explores research findings that substantiate emotional health and growth as a corollary of familial death. (Author)

ED 156 946 CG 012 535
Logan, Henrietta And Others
Patient Anxiety Reduction Through Mediated Role Modeling in a Dental Setting.
Pub Date [76]
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Anxiety, Behavior Patterns, Dental Evaluation, *Dentistry, Desensitization, *Modeling (Psychological), *Patients (Persons), Psychological Patterns, Research Projects, *Role Models, *Video Tape Recordings
Identifiers—*State Trait Anxiety Inventory

This investigation was conducted to determine the effect of video-taped role modeling on patient-reported level of anxiety at the beginning of dental treatment and the long term effects of the modeling tape as evidenced by appointment cancellations and failure rate. Subjects completed the state portion of the State-Trait Anxiety Inventory (STAI) to establish base line data and were then randomly assigned to one of three conditions: (1) role modeling video-tape; (2) travelogue video-tape; and (3) control group. Posttreatment measures of state anxiety and perceptions of feeling relaxed were analyzed using an analysis of variance. Statistically significant differences in favor of the modeling tape were obtained. (Author)

ED 156 947 CG 012 536
McMillan, James H.
A Program to Enhance Self-Concept of Junior High Students.
Pub Date Mar 78
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Assertiveness, *Body Image, *Communication Skills, Educational Innovation, Group Counseling, *Interpersonal Competence, *Junior High School Students, Program Descriptions, Research Projects, *Self Concept, Self Esteem
Identifiers—*Coopersmith Self Esteem Inventory

This research analyzes the results of a program to enhance the self concepts of junior high students. Subjects were 80 students identified as having low self concepts. They participated in an eight-week program to develop skills in personal and social awareness. Pretest posttest scores on the Coopersmith Self-Esteem Inventory indicated that students who participated in the program showed a significantly greater gain in self concept than students not in the program. The results are encouraging for educators who wish to plan specific activities to develop more positive self concepts of junior high students. (Author)

ED 156 948 CG 012 537
Tjosvold, Dean
Control Strategies and Social Face in Conflict.
Pub Date Mar 78
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—College Students, *Competition, Conflict, *Conflict Resolution, Cooperation, *Interpersonal Competence, *Locus of Control, Research Projects, *Social Behavior, *Social Influences
Identifiers—*Control Strategies

This study explores the effects of controlling influence attempts on social face and constructive conflict resolution. It also investigates the role of social face in how persons respond to evaluations by their peers. A sample of 90 college undergraduates randomly assigned to six conditions. The group's evaluation of the representative's relative effectiveness (more effective, equally effective, or less effective) was orthogonally crossed with the intentions of the other representative (control or collaborative) to form six treatment conditions. Participants who confronted a collaborative, compared to a controlling, bargainer more often reached an agreement, felt more accepted, perceived a more cooperative relationship, and were more attracted to the other bargainer. Participants whose group member indicated that they were equally effective rather than less effective or more effective than the controlling bargainer more often reached an agreement. Results were interpreted as suggesting that persons resist control influence attempts as a way of asserting that they are independent, capable persons and that persons are more motivated to appear superior or to avoid appearing inferior when their relationship is competitive rather than cooperative. (Author)

ED 156 949 CG 012 538
Silver, Paula F. Davis, William J.
Attitudes Toward Sex-Role Differentiation in Secondary Education.
Pub Date 78
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978); Best Copy Available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrator Attitudes, Attitudes, *Changing Attitudes, *Counselor Attitudes, Educational Responsibility, Research Projects, School Personnel, Secondary Education, *Sex Role, Social Change, *Socialization, *Teacher Attitudes

To the extent that equalization of opportunities for females and males requires socialization or resocialization of massive numbers of people, the education system has a vital function in approaching the new ideal. Since the education system is explicitly designed to bring about behavioral and attitudinal change in young members of society, its impact on the rate of adoption of new patterns of sex role behavior can be immense. This is especially true of secondary schooling, since it is during the adolescent years that sexuality increases markedly, personal skills and talents most noticeably emerge, and career and vocational decisions determine each individual's course of action for years after. Educators attitudes toward sex role differentiation are a matter of growing concern for practicing school administrators, for these attitudes are likely to affect administrative plans, change strategies, and actions directed toward compliance with Title IX and related legislation. A sample of 862 administrators, teachers, and other professional staff from 15 midwestern public high schools was given the Attitudes Toward Sex Role Differentiation in Education questionnaire. The results suggest that there are six independent dimensions of attitudes toward sex role differentiation. Significant differences were found among groups based upon demographic attributes. Implications for developing change strategies are mentioned. (Author/JEL)

ED 156 950 CG 012 540
Liskov, Adele H.
The Valuation of Housework: A Problem of Conceptualization and Measurement.
Pub Date Sep 77
Note—20p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Economics, Family Management, *Financial Support, *Home Management, *Housewives, Multiple Employment, Productivity, Service Workers, Sex Discrimination, State of the Art Reviews, *Wages, *Working Women

Since "work" shifted from the household to the factory, it was not surprising that economics ignored the household as workplace. As a result, housework has not been defined as work. The productive basis of domestic labor, while having been transformed during industrialism, is nevertheless socially and economically productive. Economic productivity of the household under advanced capitalism has remained hidden by the male definers of productivity and worth. Attempts to measure the worth of household labor are confined to time allocation analysis and the market cost approach. Despite the weaknesses of these methods, studies have revealed the substantial economic contribution of the household to the national economy. A domestic wage would, therefore, be justified by the economic and social value contributed by the household sector. Policy proposals for establishing a domestic wage include allowing an income deduction for household labor, or establishing a Household Trust Fund implemented in much the same fashion as the Social Security fund. (Author)

ED 156 951 CG 012 541

Dancer, Daniel D. and Others

The Training and Validation of Behavior Observation and Description Skills.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.

Pub Date [75]

Grant—MH3881; MH13644; MH20030

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Science Research, Behavior Change, *Behavior Rating Scales, *Change Agents, Communication Skills, Counselor Training, *Observation, Parents, Research Projects, *Skill Development, Training, *Training Techniques, Workshops

Identifiers—*Behavior Observation

Teaching critical treatment-related skills to behavior change agents is an important task. One such treatment-related skill is the ability to observe and specifically describe ongoing appropriate and inappropriate behaviors. In this study, the effectiveness of a training package in teaching behavior specificity was demonstrated in two experiments. The package involved written instructions, practice in describing video-taped interactions, skill rehearsals, and detailed positive and corrective feedback. Multiple baseline designs were employed to evaluate the effects of training on objective measures designed to reflect the degree of behavioral specificity of trainee descriptions. These objective measures were subsequently found to correlate highly with subjective ratings of the descriptions by child care workers and professional training and research personnel, thus providing evidence of the validity of the objective measures. The research suggests that important behavioral treatment skills can be identified, measured, taught to people, and validated. (Author)

ED 156 952 CG 012 544

Working With Older People: A Guide to Practice. Volume III, The Aging Person: Needs and Services.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Services Research.

Report No DHEW-HRA-74-3118

Pub Date 74

Note 95p.

Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 017-026-00009-7, price $1.55)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors Accidents, *Age, Death, Guides, *Health Needs, Housing Needs, *Human Services, *Individual Needs, Legal Problems, Nutrition, *Older Adults, Stereotypes

Anticipation some years ago of the need to provide a comprehensive body of knowledge in applied gerontology for training purposes led to the development of the series "Working with Older People: A Guide to Practice." This volume, the third in the series, deals with the many facets of social welfare as these relate to the health status of the elderly, including sections on such problems as: food, clothing, and shelter; environmental safety; mobility; leisure activities; legal protection; security and supportive services; and religion and attitudes toward death. (Author)

ED 156 953 CG 012 545

Berson, Janet S.

Perceived Costs of Combining Career and Family Roles: The Influence of Early Family History on Adult Role Decisions.

Pub Date 14 Jul 77

Note—21p.; Paper presented at the Meeting of the Welsh Branch of British Psychological Society (July 14, 1977, Cardiff, Wales); not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, *Career Choice, Child Care, *Decision Making, *Educational Objectives, *Family Influence, Family Life, Females, Locus of Control, Research Projects, *Role Conflict, Sex Role, Working Women

This study attempts to clarify part of the decision-making process centering around combining family and career. There are two aspects of the study. In the first, perceived costs of combining roles are assessed and evaluated in light of mother's employment history. The subjects in this part of the study were 141 single women and 43 married women. In the second part, differences in attitudes of husbands and wives are considered. Subjects were recruited from three undergraduate psychology classes at an eastern state university and a church-related discussion group in the same community. All subjects were given both a demographic questionnaire and the Subjective Expected Utility scale for pursuing a career while the mother of young children. For much of the statistical analyses, a factor analytic approach was used to help summarize and describe the scores. The perceived costs of combining a career and motherhood may play a vital role in the individual's decision about her educational and vocational goals. There are several factors that may influence how the individual sees the effects of such role combination. These factors include her own marital and parental status and her experience of having been a child of a working (or nonworking) mother. (Author)

ED 156 954 CG 012 548

Rosenzweig, Mark R. Bennett, Edward L.

Trends in Research on Neural Mechanisms in Processing and Storage of Information. (A Report Prepared for the National Institute of Education.)

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Contract—NIE-C-74-0044

Note—41p.; Page 4 may be marginally legible due to small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Cognitive Processes, *Information Storage, Learning Disabilities, *Learning Processes, *Memory, *Mental Development, *Neurological Organization, Research Problems, State of the Art Reviews

The authors surveyed experts in the field of neuro-behavioral research to determine the directions of progress being made in increasing understanding of neural processing and storage of information. Based on this investigation, their report presents examples of research being pursued in this area. The authors see neuro-behavioral research leading to important benefits in preventing or ameliorating the conditions of persons who suffer from impaired learning and memory and also in facilitating or improving the learning of normal individuals. Among the possible research applications discussed are: (1) combating effects of dietary deficiencies on learning and memory; (2) alleviating and preventing mental retardation; (3) preventing or retarding senile decline; and (4) improving the education of normal children in regular schools. The report concludes with suggestions to foster development of research on neural mechanisms of learning and memory and its application. (Author/DOW)

ED 156 955 CG 012 549

Restitution by Juvenile Offenders: An Alternative to Incarceration.

National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date 15 Feb 78

Note—79p.; Parts may be marginally legible due to print quality

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Accountability, *Community Service Programs, *Delinquency Prevention, *Grants, *Juvenile Courts, Legal Problems, Program Descriptions, *Social Responsibility, Youth

Identifiers—*Restitution

This manual describes a grant program sponsored by the Office of Juvenile Justice and Delinquency Prevention. The aim of the program is to support sound cost-effective projects which will help assure greater accountability on the part of convicted juveniles towards their victims and communities. This manual also includes two papers. One reviews current knowledge of restitution programs and their results in the juvenile justice system. The other presents a general discussion of legal issues involved in the implementation of a restitution program for juvenile offenders. (Author)

ED 156 956 CG 012 550

Estes, Nada J. Heinemann, M. Edith

Alcoholism: Development, Consequences, and Interventions.

Pub Date 77

Note—332p.

Available from—C. V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri, 63141; Price $9.95

Document Not Available from EDRS.

Descriptors—*Alcohol Education, *Alcoholism, *Counseling Programs, *Drug Abuse, Etiology, Family Problems, *Intervention, Socially Deviant Behavior, Textbooks

This book is intended to contribute to the theoretical knowledge of alcoholism workers so that the needs of people with alcohol related problems may be met with greater understanding. Contributors to the book represent a variety of disciplines and address a broad spectrum of topics. Part One deals with developmental perspectives of alcoholism, including criteria for its diagnosis. Part Two focuses on the consequences of excessive alcohol on various body systems. Part Three deals with alcohol problems in special groups such as teenagers, women and American Indians. Part Four provides an array of interventions used in various stages of the illness and for family members. (Author)

ED 156 957 CG 012 551

Mazer, Gilbert E.

Employee Concerns and Counselor Role: A Factor Analysis.

Spons Agency—Western Michigan Univ., Kalamazoo.

Pub Date 77

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Counselor Role, *Employee Attitudes, *Industrial Personnel, Job Satisfaction, *Management, Motivation, *Personnel Needs, Research Projects, Stress Variables, *Use Studies, Work Attitudes, Work Environment, Work Experience

A significant step in the direction of improving employee counselor services in an industrial setting is offered. The research combined survey and factor analytic methodology to empirically identify sources of employee concerns or stress and to measure the tendency of employees to use counseling services in connection with these problem areas. The factor analysis of the responses of 165 employees to 79 Likert-type subscales which make up the Counselor Utilization Survey yielded a number of sources of employee stress in four broad categories: the company and its operations, personal difficulties, the work role and work content, and interpersonal relationships. The findings indicate that tendency to utilize counselors appears to be a function of the employee difficulty under consideration and whether the employee is blue or white collar. The counselor in the industrial setting will have to be an organizational ecologist as well as an applied mental health worker, an individual who understands how organizational policy and practice affect employees and how these may be structured for maximum benefit to both the organization and employees. To overcome employee feelings of alienation and abasement, counseling should become an integral managerial function, with the counselor assuming a major role in preventing or alleviating conditions which account for worker dissatisfaction. (Author)

ED 156 958 CG 012 552

Levinson, Richard M. Ramsay, Georgeann

Dangerousness, Stress and Mental Health Evaluations.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.
Pub Date Sep 77
Grant—1-R01-MH26092-01
Note—29p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, September 5-9, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Anti Social Behavior, Behavior Problems, Emotionally Disturbed, Health, *Institutionalized Persons, *Mental Health, Psychiatric Aides, *Psychiatry, *Psychological Evaluation, Research Projects, Self Mutilation, *Stress Variables, Violence

Many jurisdictions require psychiatrists to assess patient "dangerousness" in the process of involuntary hospitalization. Considerable research indicates that psychiatric prediction of dangerous behavior is rather inaccurate, the principal error being one of overprediction. Inaccuracy may result, in part, from the psychiatrist's role in the health care organization. The Mental Health Associate (MHA) role, not sharing some of these structural disadvantages, is hypothesized to yield more accurate predictions of patient "dangerousness." However, a follow-up study of clients originally assessed on potential dangerousness indicated MHA predictions did not significantly differentiate between those actually manifesting dangerous behavior and those who did not. Further investigation revealed that incidence of stress events was significantly associated with the occurrence of dangerous behavior during the follow-up period and influences the accuracy of MHA assessments. MHA predictions significantly differentiate those manifesting dangerous behavior and those who do not when stress is low during the follow-up period. Under high stress conditions, MHA predictions are less accurate. Implications for the process of attributing dangerousness for involuntary commitment are discussed. (Author)

ED 156 959 CG 012 553
Blake, Charles
Recognizing Physical Disability as a Social Problem.
Pub Date [76]
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Counselor Attitudes, Economic Factors, *Educational Needs, *Employment Opportunities, Government Role, Homebound, Human Services, Job Training, *Physically Handicapped, *Social Problems, *Social Services, State of the Art Reviews, *Vocational Rehabilitation

Physical disability is an enormous psychosocioeconomic-medical problem that affects over 24 million Americans. Public policy endorses a multi-disciplinary approach in analyzing this issue. Legislation has broadened the meaning of physical disability to include persons with mental and emotional disorders. Some of the costs associated with physical disability include limited or no participation in the labor market, social isolation, a reduction in national income, loss of productivity, and a reduction of household employment. A human resources approach for assisting the physically disabled incorporates an efficient allocation of public and private resources for elementary, secondary, technical and college education; a job upon completion of one's education; counseling; transportation; medical services; and individualized services. The elimination of architectural barriers will enhance employment opportunities for rehabilitants. Cost-benefit studies verify and support an expansion of government programs to prepare the physically disabled for future life-self-fulfillment. On-the-job training, specialized vocational programs, and bio-engineering adaptions of jobs have increased the productivity and employment opportunities for well-trained, homebound, and other severely disabled persons. Employment in captive markets, and sheltered workshops can be improved through the adoption of modern marketing procedures. Moreover, well-trained clients are successful in providing their own job placement. (Author)

ED 156 960 CG 012 554
Carmody, Timothy P.
Rational-Emotive, Self-Instructional, and Behavioral Assertion Training: Enhancing the Generalization and Maintenance of Treatment Gains.
Pub Date Dec 77
Note—12p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (11th, Atlanta, Georgia, December 9-11, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adults, Anxiety, *Assertiveness, *Behavioral Counseling, *Behavior Change, Followup Studies, *Group Counseling, Group Instruction, *Rational Therapy, Research Projects, Role Playing, Self Esteem, Self Expression, Teaching Methods

A sample of 63 subassertive adults participated in four 90-minute sessions of group assertion training. The treatment components of challenging maladaptive cognitions and learning self-instructions were examined by comparing Rational-Emotive, Self-Instructional, and Behavioral Assertion Training. A delayed-treatment control group was also included. The three training groups were not found to be significantly different at posttest on self-report and behavioral measures of assertiveness. The instruments used for self-report were the Rathus Assertive Schedule, the Social Avoidance and Distress Scale, the Fear of Negative Evaluation Scale, and the Self-Assertion Scale. Generalization of treatment gains was successfully demonstrated for all three training groups on role-played scenes not previously rehearsed. However, on an "in vivo" test of transfer of training at posttest, only the Rational-Emotive group evidenced significant generalization of treatment gains. Improvements in assertiveness were shown to be successfully maintained at three-month follow-up for all three training groups. These findings were discussed in terms of the specific techniques employed to facilitate maintenance (e.g., use of personalized assertive scenes for role playing and self-monitoring during follow-up). (Author)

ED 156 961 CG 012 555
Walonick, David
Endangered Children and the Misuse of Intoxication by Controlling Adults.
Pub Date [77]
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Alcoholism, Behavior Patterns, *Child Abuse, Child Welfare, Corporal Punishment, *Drug Abuse, *Family Problems, Interaction, Literature Reviews, *Neglected Children, *Parent Child Relationship, Socially Deviant Behavior

A review of the academic literature regarding the existence or lack of relationship between chemically dependent adults and neglected or abused children supports the conclusion that alcohol and other drugs are a significant factor in most behavioral patterns associated with endangering children. The author identifies five modes of parent-child interaction relating to child abuse and drug abuse or addiction: neglect, physical abuse, sexual abuse, forced ingestion of drugs, and neonatal drug dependence. Included are data on these forms of abuse. (Author)

ED 156 962 CG 012 556
Waldrop, Robert And Others
Orientation to Authority in the Domiciliary.
Pub Date [75]
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adjustment (to Environment), *Authoritarianism, Employer Employee Relationship, Males, *Organizational Theories, Personality Tests, *Psychological Patterns, *Residential Centers, Social Science Research, *Social Structure, Work Attitudes
Identifiers—*Work Environment Preference Schedule

Though the adjustment of domiciliary residents has been studied with personality inventories derived from personality theory and from psychiatric classification systems, there is a need to study the adjustment of residents with instruments derived from organizational theory. Gordon reported that domiciliary residents had high scores on the Work Environment Preference Schedule (WEPS), reflecting their adjustment to a highly structured organization. This study was carried out to determine whether 121 domiciliary residents with high scores were indeed rated by their supervisors as functioning more effectively in terms of supervisors' rating on the Adjective Check List (ACL). Residents with high Total scores and high scores on the Traditionalism component were given ACL ratings indicating that they were seen as having less achievement, dominance, endurance, and order. It was estimated that a high score on the Total WEPS and on the Traditionalism component does not represent successful adaptation to organizational authority, but a rigid, unquestioning attitude. Individuals with such unquestioning attitudes may adapt relatively successfully in a nonchanging organization; however, the rigidity of their belief systems prevents them from making changes and they are more likely than others to have failures in adaptation and to require assistance, including domiciliation. (Author)

ED 156 963 CG 012 557
Lane, William C.
The Subculture of the Aging, Aging Group-Consciousness, and Morale.
Spons Agency—Educational Solutions, New York, N.Y.
Pub Date Nov 77
Note—28p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Group Membership, *Identification (Psychological), *Morale, *Older Adults, *Peer Relationship, Research Projects, *Self Concept, Self Esteem, Social Relations, *Subculture, Theories, Values
Identifiers—*Aging

The central concern of this paper is to examine the subculture of the aging theory and the relationship between aging group-consciousness and morale. Aging group-consciousness is postulated to be one of the major components of an aging subculture. A study of 81 older people was conducted in a rural, multi-story housing facility. Questionnaires were used to collect the data. A six-item index was developed to measure aging group-consciousness and morale was measured by the Kutner Morale Scale. Analysis of the data indicated that a significant number of residents viewed themselves as members of an emerging social group. Aging group-consciousness was found to be positively correlated with morale at the .02 level. It was concluded that the data supported the subculture of the aging theory. The most important implications of the findings are that programs which foster the development of an aging subculture could make a contribution to a higher level of morale for older residents of congregate housing and that the denial of chronological aging may result in a decrease in the level of morale, and not an increase in it. (Author)

ED 156 964 CG 012 558
Turner, Carol R. Willis, Robert J.
The Relationship of Parental Attitudes and Drug-Taking Behavior to College Students' Use of Marijuana.
Pub Date [75]
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Alcoholic Beverages, *College Students, *Drug Abuse, Lysergic Acid Diethylamide, Marihuana, Narcotics, *Parent Attitudes, *Parent Influence, *Peer Influence, Research Projects, Smoking, Use Studies, *Values

Marijuana use on college campuses is commonplace both as regards experimentation and frequent use. In attempting to understand factors contributing to this phenomenon which flies in the face of legal America, researchers have examined various aspects of parental influence including parental consumption of legal and illegal drugs and their attitudes toward such use by their offspring. Because such parental use and attitudes as they related to student introduction to, and current use of, marijuana have been reported both sparingly and separately, this study was undertaken. Significant relationships at the .01 level were found between perceived parental attitudes toward youthful use of alcohol and marijuana, and the frequency of student marijuana use; between perceived parental attitudes toward cigarettes, marijuana and alcohol, and the time of student introduction to marijuana; between perceived parental use of painkillers and the frequency of marijuana use; between perceived parental use of barbiturates, marijuana, painkillers and antidepressants, and the time of student introduction to marijuana. (Author)

ED 156 965 CG 012 559
Turner, Carol J. Willis, Robert J.
The Relationship Between Self-Reported Religiosity and Drug Usage by College Students.
Pub Date [75]

Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Alcoholic Beverages, Attitudes, *College Students, *Counseling, *Drug Abuse, Parent Attitudes, Parent Influence, Peer Influence, *Religious Factors, Research Projects, Student Attitudes, Use Studies

By means of an extensive self-report questionnaire, this study was completed to determine the relationship between sources of counseling support and (1) present formal religious practice and specific drug usage, (2) present formal religious practice and particular influences militating against specific drug usage, (3) present formal religious practice, frequency of drug use. Statistically significant differences between frequent and infrequent drug users at the 0.01 level were found in the use of alcohol and marijuana, in reasons for abstaining from marijuana, amphetamines, barbiturates, and hallucinogens, in the sharing or not sharing of the student world with concerned adults. (Author)

ED 156 966 CG 012 560
Goebel, Barbara L.
Relationships Between Mobility and Academic Achievement: A Developmental Approach.
Pub Date [75]
Note—18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, *Adjustment (to Environment), *Adolescents, *Cognitive Development, Developmental Psychology, Educational Experience, Family Mobility, Life Style, *Mobility, Research Projects, *Sex Differences, Student Adjustment, Student Mobility

Relationships between residential mobility and short and long-term academic achievement, and cognitive development were examined considering inter- and intra-community moves at different developmental periods for 382 adolescents (168 boys, 214 girls). One-way ANOVAS by sex with academic development measures as dependent variables, mobility indices as independent variables and Sheffe follow-up tests were computed. Higher long-term academic achievement and cognitive development were related to moderate and high preschool, adolescent and inter-community mobility, with relationships being stronger for boys. (Author)

ED 156 967 CG 012 561
Stone, Christopher I.
The Cognitive-Behavioral Management of Pain: Neurophysiological Relevancies.
Pub Date Mar 78
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adjustment (to Environment), Adjustment Problems, *Behavioral Counseling, *Cognitive Processes, *Neurological Organization, Perception, Personal Adjustment, *Physiology, *Psychophysiology, State of the Art Reviews
Identifiers—*Pain

Traditional medical interventions for the management of pain have consisted largely of either pharmacological treatments or surgery to interrupt the involved neural pathways. The results of these procedures have been largely unsatisfactory because of debilitating side effects and recurrence of pain. Investigations of a host of psychological factors related to the pain experience, however, have spawned a variety of cognitive behavioral treatments which have shown considerable promise in assisting people in coping with pain. This paper discusses the neurophysiological mechanisms which underly the pain phenomenon and which may account for some of these promising treatment effects. (Author)

ED 156 968 CG 012 562
Neufeldt, Susan A.
The Client: Characteristics Which Influence Treatment.
Pub Date [77]
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Behavior Problems, Cognitive Ability, *Counseling Effectiveness, Counseling Theories, Emotionally Disturbed, *Expectation, *Individual Characteristics, Intervention, *Methods, Personality Problems, *Psychotherapy, Racial Factors, Sex Differences, *Social Background, State of the Art Reviews

Research on client characteristics is reviewed. The degree of disturbance, client expectations, social and economic attributes, race, sex, intellectual variables, and the nature of the presenting problem are all shown to interact with treatment method in determining the outcome of counseling. Several specific recommendations are made: (1) Behavior therapy is recommended for use with clients of low socioeconomic status and/or concrete thinking abilities. (2) Clients with limited social assets (education, jobs, attractiveness) might profit from attention to these areas first, before their intrapsychic problems are approached. (3) Therapy dependent on a lot of client talk is inappropriate for independent males and dependent females. A more structured approach is recommended for these clients, at least at the beginning of treatment, so that they will not defect before obtaining any benefits. (4) Therapists should treat different psychological disorders with different treatments. A catalogue of disorders and treatments is recommended. (Author)

ED 156 969 CG 012 602
Roecks, Alan L. And Others
WALKABOUT: An Educational Program Preparing Young Adults for the Future.
Pub Date Apr 77
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Developmental Tasks, *Educational Alternatives, Educational Responsibility, *Experiential Learning, Interdisciplinary Approach, *Learning Activities, Program Descriptions, *Relevance (Education), Secondary Education, *Student Participation, Student Projects
Identifiers—*Walkabout

The apparent lack of preparation of many young adults for their future roles in society has been a frequent criticism of our public school system. In response to such criticism, Madison East High School of the Madison (Wisconsin) Metropolitan School District has implemented an innovative program of study called Walkabout. The goal of the Walkabout program is to better prepare students for their future roles as adults in society. To accomplish this the Walkabout model focuses upon experiential learning and decision making by the student. This paper describes the development of the Walkabout program into a practicable educational experience at the high school level. The student, with parental consent and counsel by staff, designs a series of individual learning experiences to meet challenges in the following five broad areas: logical inquiry, service, practical skills, creativity/ aesthetics, and adventure. A t-test calculated for attitude questionnaires was administered to participating students. It indicated a significant improvement in students' attitudes toward school. (Author)

ED 156 970 CG 012 619
Eckholm, Erik
Cutting Tobacco's Toll. Worldwatch Paper 18.
Spons Agency—Worldwatch Inst., Washington, D.C.
Pub Date Mar 78
Note—42p.
Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C., 20036 ($2.00 each, 2-10 copies, $1.50 each, 11-50 copies, $1.25 each, 51 or more copies, $1.00 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Drug Abuse, *Economic Factors, Health Education, *Preventive Medicine, *Public Health, Public Policy, *Smoking, State of the Art Reviews, *Tobacco

This pamphlet discusses the "unnatural" history of tobacco, the broadening medical indictment, world smoking trends, who profits, and public policy and public health. Equalling a fourth of the global military budget, consumer expenditure on cigarettes ensures that powerful, strongly motivated interests will struggle to keep global cigarette sales on the rise. This is true despite the fact that the World Health Organization has said that the control of cigarette smoking could do more to improve health and prolong life than any other single action in the whole field of preventive medicine. (Author)

ED 156 971 CG 012 620
Berkove, Gail
Returning Women Students: A Study of Stress and Success.
Spons Agency—Department of Labor, Washington, D.C.
Pub Date 30 Apr 76
Note—17p.; Paper presented at the Annual Convention of the Western Social Science Association (Tempe, Arizona, April 30, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Adult Students, *Females, Higher Education, *Married Students, *Personal Growth, Research Projects, *Stress Variables, Student Adjustment, Student Needs, *Success Factors

The positive and negative effects of a woman's return to shcool on herself and her family was the object of a study conducted in 1975. Two detailed questionnaires were completed by 361 women attending three Detroit area universities. Of the 361 respondents, 33 of them had not remained in school for more than three consecutive semesters since their return and were considered "drop-outs." "Successful" students had either already graduated or were still in school. Hypotheses were proposed to identify variables that would distinguish drop-outs from successful students. It was anticipated that drop-outs (1) would experience more stress; (2) would receive less support from their husbands; and (3) would feel less positive about their marriages than would successful students. The chi square test of significance was employed to test the differences between the two groups. Hypothesis I was upheld. Hypothesis II, testing husband support, yielded less clear-cut results. Responses involving the third hypothesis (attitude toward marriage) were also mixed. It was concluded that despite the problems and strains encountered in returning to school, the impact of education on these women has been profound and the benefits well worth the costs. (Author)

ED 156 972 CG 012 621
Horwitz, Robert
Psychological Effects of the "Open Classroom."
Pub Date Jan 78
Note—76p.; For related documents see ED 150 507, ED 150 508, ED 150 511 ; Parts may be marginally legible due to print quality
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Academic Achievement, *Alternative Schools, Discovery Learning, *Educational Assessment, *Open Education, Progressive Education, *Psychological Needs, Research Reviews (Publications), Self Directed Classrooms, Student Centered Curriculum, *Teaching Methods

As interest in open education has increased, so have demands for systematic evaluative research on its effects. There now exists a fairly sizable body of work on academic and psychological effects of open classroom teaching. In 1975, the author reviewed the relevant literature and summarized it in a monograph published by the North Dakota Study Group on Evaluation. In late 1977, he searched the literature again and located nearly 100 additional studies which had either appeared in the intervening two years or been inadvertently overlooked in the previous review. This paper updates the review of the open classroom's effects with respect to academic achievement, self-concept, attitude toward school, creativity, independence and conformity, curiosity, locus of control, cooperation, and several other variables. Evaluation research on open classroom teaching is difficult to summarize concisely because the findings are mixed. For most of the outcome variables assessed, more studies favored open than traditional classroom children. Evaluation research can continue to play both a formative role in improving quality of ongoing open classroom programs, and a summative role in documenting relative strengths and weaknesses of open and traditional approaches. (Author)

ED 156 973 CG 012 622
Westbrook, Bert W. Cutts, Catherine C.
Career Maturity of Ninth Grade Pupils: Real or Imaginary?
Pub Date [78]
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Achievement, *Career Choice, *Career Planning, Intelligence, Junior

High School Students, Research Projects, *Test Validity, *Vocational Development, *Vocational Maturity, Work Attitudes

The purpose of this study was to investigate the construct validity of the Career Maturity Inventory with ninth grade pupils. To demonstrate the construct validity it must be shown that the Career Maturity Inventory correlates highly with other variables with which it should theoretically correlate, and that it does not correlate with variables from which it should differ. The model of career maturity is hierarchical and is organized according to four dimensions: Consistency of Career Choice, Realism of Career Choices, Career Choice Competencies, and Career Choice Attitudes. Since the Career Maturity Inventory was designed to measure the Career Choice Attitudes and the Career Choice Competencies dimensions in the model of career maturity, the expected relationships among career maturity, intelligence, and student achievement can be stated in hypothesis form and tested empirically. The sample consisted of all 312 ninth grade pupils enrolled in a rural public school in central North Carolina: 64 white males, 56 white females, 112 black males, and 80 black females. The tests used were the Career Maturity Inventory Attitude Scale and Competence Test, the Otis-Lennon Mental Ability Test, and the Reading and Language subtests of the 1970 Metropolitan Achievement Test. (Author/JEL)

ED 156 974 CG 012 624

Yager, Geoffrey G. Brucksch, William F.

The Effects of Leadership Instructions and Sex-Pairing Upon the Evolution of Self-Disclosure Dyads.

Pub Date Mar 78

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—College Students, *Communication (Thought Transfer), Group Behavior, *Interpersonal Relationship, *Leadership, Research Projects, *Sex Differences, *Social Behavior

Identifiers—Self Disclosure

The development of self-disclosure within an acquaintance exercise was examined. A sample of 80 subjects was assigned to same-sex or mixed-sex dyads. In half of the dyads, one member was asked, through a short statement in the written instructions, to encourage maximal disclosure in his/her partner. Dyad partners took turns discussing self-selected topics from a 72-item list of intimacy-rated choices. The resulting design allowed for testing the effects of sex-pairing, leader instructions, and subject sex on the intimacy of disclosure and the extent of reciprocity. Sex-pairing had no effect upon any measures. Leader instruction dyads showed significant linear and cubic trends in increasing intimacy over time, while the non-leader instruction dyads showed no temporal trends. Male subjects tended to disclose at levels somewhat higher than females. Generally, subject reciprocity was found unrelated to experimental factors, although one significant interaction between subject sex and leader condition is discussed. (Author)

ED 156 975 CG 012 625

North, Richard J. Prediger, Dale J.

Career Development Over the High School Years.

Pub Date Mar 78

Note—18p.; Not available in hard copy due to marginal legibility; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Development, Career Choice, *Career Planning, *Cognitive Development, High School Students, *Occupational Guidance, Research Projects, Senior High Schools, *Vocational Counseling, *Vocational Development

The purpose of this paper was to examine trends in major components of career development across grades 8 to 12. A set of 11 scales was used to assess various components of career development. Both cognitive and behavioral components of career development were assessed. Longitudinal data from four high schools were analyzed in conjunction with cross-sectional data from three nationally representative samples. The study design controlled for the effects of systematic career guidance programs, career education programs, and related interventions on the normal rate of career development. Four high schools representing various geographic locations and community sizes were involved in the longitudinal phase of the study. All schools administered the Assessment of Career Development to ninth graders in the spring of 1973. These students were retested at a one-year and/or three-year interval. The study results appear to have important implications for practicing counselors. Although career-related knowledge and involvement both exhibit growth during the adolescent years, the data indicate that they are relatively independent components of career development. So counselors need to emphasize both knowledge and behavioral aspects in their day-to-day individual and programmatic efforts to improve upon students' normal, minimal career development growth. (Author)

ED 156 976 CG 012 626

Paradise, Louis V.

The Relationship Between Client Reluctance and Counseling Effectiveness.

Pub Date Mar 78

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—College Students, *Counseling Effectiveness, Counseling Services, *Counselor Performance, *Helping Relationship, *Improvement, Personal Adjustment, Research Projects, *Student Personnel Work

Identifiers—*Client Reluctance

The effect of client reluctance, or resistance to professional assistance, has received little attention in the research on counseling effectiveness. At the college level, where most counseling is short-term in nature, this issue is especially crucial. In a short-term college counseling situation, it was found that intake measures of client reluctance were negatively correlated with client-perceived satisfaction and improvement; negatively related to degree of congruence between perceived problem and perceived emphasis of the agency; and positively correlated with premature termination in counseling. No differences were found between vocational and personal problem groups on measures of client reluctance, satisfaction, or improvement. Client reluctance was shown to be a crucial variable to the outcome of counseling. Implications for these findings on college student personnel work are discussed. (Author)

ED 156 977 CG 012 627

Thompson, B. And Others

Professional Self-Concept as a Training Construct for the Helping Professions.

Pub Date 78

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Counselor Attitudes, *Counselor Characteristics, Counselor Educators, Counselor Training, Helping Relationship, *Individual Characteristics, *Personality Assessment, *Professional Training, Research Projects, *Self Concept

Cognitive dissonance theory suggests that counseling students will be most inclined to develop and later use those skills which they perceive as being valuable. For example, if students consider display of warmth a characteristic which distinguishes effective from ineffective counselors, it is more likely that once graduated the students will display warmth to their clients, irrespective of how valid this perception of the effects of displaying warmth might be. Clearly then, counseling students' perceptions regarding characteristics of effective counselors should be of interest to counselor educators. To examine these perceptions, all students enrolled in counselor education at a large university were asked to rate the extent to which 35 adjectives were descriptive of each of four counselor types. The ratings were analyzed using a principal components procedure. Differences in the student ratings were identified and discussed. Findings have implications for programs training students for the helping professions. (Author)

ED 156 978 CG 012 628

Robinson, Sharon E. And Others

The Effects of Modeling, Experimenter Generated Performance Feedback, and Self-Generated Performance Feedback on the Production of a Basic Counseling Skill.

Pub Date 31 Mar 78

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Counselor Educators, *Counselor Performance, *Counselor Training, *Empathy, *Feedback, Instructional Design, *Modeling (Psychological), Research Projects, Teaching Methods

This project studied the counselor training of reflection of feelings. The independent variables were method of instruction; order of assessment stimuli presentation; and assessment stimuli. There were four methods of instruction: model plus expert performance feedback, model plus self-generated cued performance feedback, modeling only, and instructions only. The two forms of assessment stimuli were Client Vignettes, a series of 16 videotaped actors roleplaying typical college concerns; and Simulated Client, a client discussing in-depth her personal concerns. A sample of 56 master's degree students in counseling and guidance served as subjects. Each subject was randomly assigned to one of the four instructional groups. Subject performance was rated from transcribed audiotaped responses to both forms of assessment stimuli. The dimensions of response analyzed were frequency of produced reflection of feeling responses, feeling appropriateness, content relevance, content interpretation, delivery succinctness, and delivery smoothness. The results indicate that the addition of a feedback phase to a modeling phase does enhance performance of accurate reflection of feeling statements. The influence of expert and self-generated cued performance feedback seems equivalent. (Author)

ED 156 979 CG 012 673

Blau, Harold Loveless, Eugene

Medication, Predelinquency, and Delinquency: An Eight Year Study.

Pub Date 78

Note—15p.; Paper presented at the International Conference of the Association for Children with Learning Disabilities (Kansas City, Missouri, March 1-4, 1978); Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adolescents, Anti Social Behavior, Behavior Change, *Delinquency Prevention, *Drug Therapy, *Emotionally Disturbed Children, *Learning Disabilities, *Medical Treatment, Neurological Defects, *Neurologically Handicapped, Research Projects

An intervention strategy is described which uses stimulants and other medication for a group of high risk, acting out, learning disabled children, and shows that such treatment can prevent delinquency. The nature of learning disabilities and brain dysfunction is discussed. The use of behavior modification and medication is described. The results of a retrospective study derived largely from the student records of one small, private, urban school are presented when treated by medication under psychiatric control, the students as a group seemed to derive greater benefit from the educational program, and there were no delinquencies on-site. (Author)

ED 156 980 CG 012 674

Greenwald, Meryl A.

Parents and Schools: An Annotated Bibliography.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Report No—CASE-32-77

Pub Date Sep 77

Note—29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Educational Development, *Educational Planning, Educational Responsibility, Family School Relationship, *Legal Responsibility, *Parent Conferences, *Parent Participation, Parent Responsibility, *Parent School Relationship, Parent Student Conferences, Parent Teacher Cooperation

This annotated bibliography on parents and schools is divided into sections on parents' opinions and knowledge of schools, communication between parent and school, parent involvement in education, community involvement in school decision-making and planning, and legal issues. (JL)

ED 156 981 CG 012 675
Chitayat, Deanna Berens, Gloria
The Motivation Advance Process. Leader's Guide.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Pub Date [76]
Note—55p.; For related document see CG 012 676
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Achievement, *Group Counseling, *Individual Development, Leaders Guides, Leadership Training, *Motivation, Program Descriptions, *Self Actualization, *Self Concept, Success Factors

Motivation Advance Process (MAP) is a small group process designed to increase achievement motivation through emphasizing the strengths and assets of each individual. The process requires skilled leadership to guide the participants towards a new and positive view of their lives. The purpose of this manual is to provide counselors with both leadership training in MAP and an understanding of the program's rationale. The MAP program was developed by behavioral scientists, psychologists and educators at the Stone Foundation in Chicago in the 1960's. These professionals were concerned with influence of negative feedback and criticism on self-concept development and the consequent effect on achievement in contemporary American society. The underlying hypothesis was that most people used only a fraction of their potential in their daily lives. It was felt that untapped inner resources could be liberated through enhancing people's positive feelings about themselves. The program, directed toward non-patient populations ("healthy" or "normal" groups), was first implemented with college students. In recent years, it has been used with a wide variety of groups, including management personnel, housewives, the elderly, school administrators, and student teachers. Research findings have shown it to be an effective method for improving self-concept. (Author/JL)

ED 156 982 CG 012 676
Chitayat, Deanna Rael, Elsa
Women in a Changing World: A Handbook on a Pre-Admission Counseling Program for Mature Women Students.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Pub Date [75]
Note—103p.; For related document see CG 012 675
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Adult Students, *Career Opportunities, *College Admission, Community Colleges, *Counseling Services, *Educational Objectives, *Females, Higher Education, Nontraditional Students, Program Development, Program Guides, Self Actualization, Student Needs

The program described in this handbook is a pre-admission counseling program dealing with the specific needs of the mature woman student. It encourages her to explore her educational and career options, making it possible for her to enroll in a career-oriented study program if she so chooses. The book operates on the assumption that it is no longer enough to work at a menial position outside the home, as it was no longer enough to stay home to wash diapers and wax floors. It assumes that women want meaningful work and meaningful lives, but often do not have the confidence, skills, training or experience to meet the demands of their aspiration. The goal of this handbook is to share the program experience and methodology with counselors, teachers, and administrators in order to assist them in implementing pre-admission counseling programs for mature women. (Author)

ED 156 983 CG 012 677
Johnson, Judy J. Everett, Frances I..
Evaluation of a Behavioral Assessment Training Program for Paraprofessional Staff of a Diagnostic Center.
Pub Date Dec 77
Note—10p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (11th, Atlanta, Georgia, December 9-11, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Behavior Patterns, *Counselor Training, *Evaluation, Interviews, Observation, *Paraprofessional Personnel, Program Evaluation, *Skill Development, *Technical Writing
Identifiers—*Behavioral Assessment

This study focused on a program which was designed and implemented to incorporate paraprofessional "dorm counselors," who provided direct supervision of the adolescents in the residential center, into the diagnostic process. A Behavioral Assessment Training Program was designed to focus on three specific components of behavioral assessment: (1) Observing, Specifying, and Measuring Behavior; (2) Interviewing (Asking Useful Questions); and (3) Report Writing (Conveying Useful Information). Training in these areas included didactic instruction, group discussion, modeling of appropriate skills, and rehearsal of specific behavioral assessment skills. Eleven dorm counselors were assessed on their level of behavioral assessment skills prior to (pretesting) and immediately following (post-testing) the training program. Results showed that following the training program the dorm counselors were significantly better at observing behaviors, measuring behaviors, interviewing, and writing reports. The counselors also showed improved attitudes towards self skills and colleague skills. The training resulted in more reliable, useful information being provided by the paraprofessional dorm counselors. (Author)

ED 156 984 CG 012 678
Boyer, Ernest L.
Keynote Address of Ernest L. Boyer, United States Commissioner of Education at the Fifty-eighth Annual Convention of the American Association of Community and Junior Colleges, Atlanta, Georgia, Monday, April 10, 1978.
Pub Date 10 Apr 78
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Access to Education, *Community Colleges, *Educational Change, Educational Coordination, *Educational Responsibility, *Junior Colleges, State of the Art Reviews

In 1920, there were only 52 junior colleges in the United States and only 8,000 students. Today there are over 1,200 two-year institutions with over 4,000,000 students in attendance. All but nine of the nation's congressional districts have at least one community college. Today, more than one third of the nation's undergraduates are enrolled in two-year institutions. By building more facilities, by locating them in more places, and by fighting for low tuition, America's two-year institutions have led a social revolution and become the cutting edge of higher education. There are four bridges that those in higher education must help to build. First, higher education must build new bridges between colleges and the school systems of this nation. Second, higher education must build a better relationship between the world of learning and the world of work. Third, it's time for higher education to face up to the impact of mass communication and build a bridge between the classroom and technology. Finally, higher education must also begin to build bridges among the nations of the world. Community colleges can and must take the initiative in helping build these global bridges. (Author)

ED 156 985 CG 012 679
Brody, Gene H. Endsley, Richard C.
An Intensive Analysis and Discussion of Methodological Approaches to the Study of Parent-Child Relationships by Child Development and Family Researchers.
Pub Date Oct 77
Note—8p.; Paper presented at the Annual Conference of the National Council on Family Relations (San Diego, California, October 12-15, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Child Development, *Family (Sociological Unit), *Parent Child Relationship, *Research Design, *Research Methodology, Research Projects, *Research Reviews (Publications)

The purposes of this paper are to examine more intensively than was attempted in the authors' first paper (not available through ERIC) a subset of the parent-child studies published in Child Development and Journal of Marriage and the Family for evidence of qualitative differences in the methodological approaches used in the two journals, and to draw some implications from these results and those presented in the first paper for the task of integrating the research of child and family investigators. Two time periods were selected for examination: 1959-1962 and 1974-1976. The first time period represents the "heyday" of parent-child relations research by child researchers. The second time period is representative of current research efforts by both professional groups, and provides a sufficient time lapse from the earlier period to reflect the emerging trends in the two journals. Each journal had 17 articles randomly selected during each of the time periods. Each article was subjected to seven analyses to determine the kind of statistical analysis done and the methodology used. Significant differences were found between the child and family researchers. (Author)

ED 156 986 CG 012 680
Nowacki, Steven
Student Affairs as Perceived Through Abraham Maslow's Hierarchy of Needs.
Pub Date 77
Note—13p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Albuquerque, New Mexico, November, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Planning, Counseling Services, Federal Programs, Food Service, Health Services, Higher Education, Housing, *Individual Needs, Models, Student Financial Aid, *Student Needs, *Student Personnel Services, Student Personnel Work, Vocational Development
Identifiers—*Maslows Hierarchy of Needs

The needs of human behavior are explored and correlated to the various departments within Student Affairs in an effort to show how Student Affairs can satisfy those needs. Maslow's Hierarchy of needs is briefly explained and related to the following Student Affairs departments: Financial Aid, Student Management, Career Development and Placement, Housing and Activities, Health Services, Office of the Vice President of Student Affairs, Counseling and Testing, Food Services, Bookstore and Federal Programs. (CKJ)

ED 156 987 CG 012 681
Beschner, George, Ed. Brotman, Richard, Ed.
Symposium on Comprehensive Health Care for Addicted Families and Their Children. May 20 and 21, 1976, New York, New York.
National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Pub Date 21 May 76
Note—132p.; Parts may be marginally legible due to print quality
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 017-024-00598-3)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Child Development, Conference Reports, Drug Abuse, *Drug Addiction, *Measurement Techniques, *Neonates, *Parent Education, *Prenatal Influences, Training
Identifiers—*Treatment Models

Participants of a conference dealing with problems of maternal and neonatal narcotic addiction discussed issues regarding treatment of pregnant addicts and their children and considered steps that could be taken to address the issues. The subject areas covered were followup evaluation, treatment procedures and models, development of standardized instruments for measurement of neonates, child development, parent training, and training and technical assistance needs. Research papers included in the proceedings are: An Overview of the Hutzel Hospital Program; Some Measures of Parenting Behavior for Addicted and Nonaddicted Mothers; Quality of Prenatal Treatment of Narcotic Addicted Women as a Factor in Neonatal Outcome; Management of Drug Dependent Pregnancy and Effects on Neonatal Outcome; Role of Qualitative and Quantitative Analysis of Drugs and Their Metabolites in Maternal-Neonatal Studies; Management of Pediatric Medical Problems in the Addicted Household; Developmental Findings with Infants Born to Mothers on Methadone Maintenance; Neonatal Narcotic Withdrawal Index: A Quantitative Method for Evaluation of Narcotic Abstinence on the Newborn; Developmental Assessment of All Infants Born to the

Family Care Program, 1975-1976; Team Practice with Pregnant Addicts and Addicted Mothers; Monitoring and Evaluating Comprehensive Care of Addicted Families; and Investigating Treatment Outcomes: A Who Done It Model. (JL)

ED 156 988 CG 012 682

State and Local Probation and Parole Systems.

National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Feb 78

Note—193p.; Not available in hard copy due to type size

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 027-000-00640-0)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Caseworkers, *Correctional Rehabilitation, *Delinquent Rehabilitation, Financial Support, *National Surveys, *Parole Officers, *Probation Officers, *Rehabilitation Counseling, Rehabilitation Programs, Statistical Studies

Findings from the Criminal Justice Directory Survey of Probation and Parole Agencies conducted by the Bureau of the Census in late 1976 for the Law Enforcement Assistance Administration of the U.S. Department of Justice are presented. The survey was the first effort to collect information nationwide on the organization and activities of all state and local government probation and parole agencies, and sought to establish a current name and address listing of probation and parole agencies and to obtain information on agency jurisdiction, funding, employment, and client caseload. The introductory text discusses the major survey findings, and describes the methodology, including data sources and limitations. Following the introductory text are detailed data tables. The last section of the report discusses the organization of probation and parole systems and presents descriptive profiles of each state's probation and parole system. The appendix exhibits the mail questionnaire used in the survey, followed by a user evaluation questionnaire soliciting comments from readers. (Author)

ED 156 989 CG 012 684

A Survey of the Opinions of School Psychologists, Administrators, Teachers, and University Trainers on the Delivery of Psychological Services in South Carolina's Public Schools.

South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.

Pub Date Mar 78

Note—81p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Administrative Personnel, *Delivery Systems, Elementary Secondary Education, *Opinions, *Psychological Services, *Public Schools, Questionnaires, Research Projects, *School Psychologists, Teachers, Trainers

This report provides information to the Department of Education, university trainers, school psychologists, district superintendents and legislators to assist in short- and long-range planning for the efficient delivery of school psychological services. Though specifically designed for use in South Carolina, the model could be used by any state wishing to obtain similar information. Questionnaires were mailed to public school administrators, teachers, school psychologists and university trainers, resulting in an extensive data base of existing practices and needed areas for improvement. The questionnaire was designed to elicit respondents' opinions in the following areas: (1) the current status of the delivery of school psychologists' services; (2) the priority service needs for local educational agencies as they relate to school psychologists' services; (3) the needs of university training programs, especially concerning service delivery to handicapped children; and (4) recommendations to improve the quality of school psychologists' services. The report was developed in order to help implement Public Laws 93-380 and 94-142, which mandate the provision of a free and appropriate education for all handicapped children. (Author/BP)

ED 156 990 CG 012 685

Federal Juvenile Delinquency Programs: First Analysis and Evaluation. Volumes One and Two.

National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date [76]

Note—54p.; Best copy available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Volume One: Stock number 027-000-00388-5, price $1.29; Volume Two: Stock number 027-000-00430-0, price $2.40)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Budgeting, *Delinquency Prevention, *Federal Programs, *Government Role, *Information Needs, Justice, Juvenile Courts, Program Descriptions, Research Projects, *Youth Problems

Identifiers—Juvenile Justice and Delinquency Prevention Act

This publication outlines the activities of the Office of Juvenile Justice since its creation. It also reports on the entire Federal effort in delinquency prevention and juvenile justice. An introductory section describes the history and purpose of the Juvenile Justice and Delinquency Prevention Act of 1974 (Public Law 93-415). Other sections describe the functioning of the Office of Juvenile Justice and Delinquency Prevention; analyze the federal role in juvenile delinquency prevention; outline the current federal effort; present priority needs and spending patterns; and assess federal program and project evaluations. A final section briefly suggests information needed for future planning. Extensive appendices (published as a separate volume) deal with budgets for delinquency-related programs, data bases for budget analysis, and other federal programs related to the area. (Author/BP)

ED 156 991 CG 012 706

Suelzle, Marijean And Others

Early Childhood Socialization in Great Britain: Bradford Field Study Program.

Spons Agency—Northwestern Univ., Evanston, Ill.

Pub Date 77

Note—598p.

EDRS Price MF-$1.16 HC-$31.47 Plus Postage.

Descriptors—*Classroom Environment, Early Childhood Education, *Early Experience, *Educational Philosophy, *Elementary Education, Foreign Countries, *Preschool Education, Social Development, *Socialization, State of the Art Reviews

Identifiers—*Great Britain

This compilation of 19 research papers based upon eight weeks of participant observation in 11 different nursery, infant, and junior schools during summer, 1977, is divided into four sections. The urban, suburban and village schools all utilized an informal classroom approach. A total of five authors describe the role of structure, free choice, and group activities; compare goals with practice; examine philosophy in terms of developmentally disabled children; provide an integrated day classroom case study; and compare informality in infant and junior classes. Other authors examine transmission of basic skills; creative expression; remedial reading programs; mathematics; and deaf education. In another section, six authors describe how classroom environment affects children's social participation; how differences emerge from cultural expectations based on sex roles; how teachers and peers influence maladjusted or withdrawn children; how teachers define expectations through discipline and reinforcement; how children's culture is transmitted through folklore; and how relationships are altered in mixed race adoptions. A group of three authors provide a historical perspective on the relationship between social change, social policy, conceptions of family and status of women, and educational provisions; present a case study of types of parent involvement in primary school; and present a study of a playgroup in a shelter for battered women and their children. (Author)

ED 156 992 CG 012 708

Fox, Greer L.

Mother-Daughter Communication Patterns Re Sexuality.

Pub Date Aug 77

Note—10p.; Paper presented at the Annual Convention of the American Psychological Society (San Francisco, California, August 26-30, 1977); Best Copy Available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Contraception, Ethical Instruction, *Females, Literature Reviews, *Parent Attitudes, *Parent Child Relationship, Sex Role, *Sexuality, Teenagers

Identifiers—*Mother Daughter Interaction

After a review of the literature on teenage sexual behavior and contraceptive practice and their consequences, this paper presents a brief description of a research project on mother-daughter communication patterns, which is intended to investigate the influence of female parents on the sexual and contraceptive behavior of teenage daughters. It also examines patterns of communication about sex roles and sexual behavior between mothers and daughters. The model for the study looks at family structural variables attitudinal congruence between mother and daughter. The sample consists of 400 15-year old unmarried women and their mothers. This research is expected to add to the understanding of sexual and contraceptive knowledge of young women, and might suggest appropriate intervention strategies. (Author/LFB)

ED 156 993 CG 012 709

Friedman, Myron H. And Others

School Stress Management Training: An Integrated Approach.

Pub Date Mar 78

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adjustment (to Environment), *Anxiety, Behavior Change, Research Projects, Response Style (Tests), School Environment, Skill Development, *Stress Variables, *Student Adjustment, Students, *Student School Relationship, *Testing Problems

This research documents the development and empirical testing of a theoretically based training program aimed at reducing debilitating anxiety and increasing the skills required for successfully coping with stressful situations in the school setting. The intervention used is an integrated approach incorporating relaxation and deep-breathing training designed to deal with Emotionality (physiological arousal); cognitive restructuring techniques aimed at moderating Worry (self-directed ruminations which distract attention from the task); and specific skills training designed to remedy Skill Defecits (poor study habits, inadequate social skills). Preliminary analyses indicate that the combined treatment group is more effective than treatments dealing with single components of anxiety. Further evaluation of the intervention's effectiveness in reducing anxiety and its negative consequences is in process. (Author/LFB)

ED 156 994 CG 012 710

Derry, Paul A. Stone, Gerald L.

Effects of Cognitive Adjunct Treatments on Assertiveness.

Pub Date Mar 78

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)

Available from—Paul A. Derry, Dept. of Psychology, University of Western Ontario, London, Ontario, Canada.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Assertiveness, *Attribution Theory, *Behavior Change, *Cognitive Objectives, Interpersonal Competence, Locus of Control, Research Projects, Self Concept, Self Evaluation, *Training Techniques

Identifiers—*Irrational Beliefs

This study examined the contribution of cognitively-oriented adjunct treatments to assertive training. Unassertive university students (N=42) were randomly assigned within an analysis of covariance design with three levels of treatment (Cognitive Self-Statement Training (CSST), Attribution Training (AT), and Behavioral Rehearsal (BR]. Multiple measures across behavioral and cognitive domains were used to evaluate outcome. The major findings of this study suggest that a multimodal cognitive-adjunct treatment concerned with self-statements makes an effective contribution to traditional assertive training methods. Results were discussed in terms of models of assertive behavior. Treatment-related issues concerned with theory, modality, and content were also explored. (Author)

ED 156 995 CG 012 712

Slawski, Carl

The Interpersonal Conflict Episode: A Systems Model.

Pub Date [77]

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Communication (Thought Transfer), *Conflict Resolution, *Counseling, Flow Charts, *Interpersonal Competence, *Models, Power Structure, *Systems Approach

A detailed systems diagram elaborates the process of dealing with a single conflict episode between two parties or persons. Hypotheses are fully stated to lead the reader through the flow diagram. A concrete example illustrates its use. Detail is provided in an accounting scheme of virtually all possible variables to consider in analyzing a conflict episode, and some general guidelines for applying the model are provided. The aim is to advance social scientific theory of conflict as well as to provide counselors and people in conflict with a heuristic and practical device for understanding it and thus better coping with it. (Author)

ED 156 996 CG 012 713
Slawski, Carl
Identity Bargaining: A Policy Systems Research Model of Career Development.
Pub Date [76]
Note—51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Career Choice, Cultural Factors, *Decision Making, *Identification (Psychological), Models, Personal Interests, *Role Perception, Social Factors, *Social Influences, *Vocational Development

A detailed, general and comprehensive accounting scheme is presented, consisting of nine stages of career development, three major sets of elements contributing to career choice (in terms of personal, cultural and situational roles), and 20 hypotheses relating the separate elements. Implicit in the model is a novel procedure and method for systematically analyzing biographies and life histories in a way that will not only help to codify the data but will also shed light on the sociological and social psychological factors underlying such lives. The aim of this approach is to facilitate understanding and research on persons in social context with a view to promoting more serious, more informed decisions about their lives, decisions made not only by administrators of government and personnel managers but by the persons themselves. (Author)

ED 156 997 CG 012 715
Kreiser, Jeanette S.
Counselor Trainee Anxiety Level and Concurrent Counselor Behavior.
Pub Date 31 Mar 78
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
Available from—Jeanette Kreiser, 37 Stanford Road West, Rochester, New York, 14620.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Anxiety, *Behavior Patterns, Counselor Characteristics, *Counselor Performance, *Counselor Training, *Empathy, Research Projects, Response Mode, Stress Variables

This study of counselor trainee behavior during actual counseling sessions is an investigation of the associations between high and low levels of counselor anxiety and the following kinds of counselor responses; empathy, structuring, interrogation and "activity not relevant to the task of counseling." Subjects, two male and three female university students, varied widely in age and counseling experience. The clients were five junior and senior high school students and one parent whose concerns lay in the areas of vocational and personal-social counseling. Mahl's Non-Ah Speech Disturbance Ratio was used to identify 10 points of high and low anxiety in each of 10 interviews. These points were then rated for level of offered empathy based on the Bergin-Solomon Revision of the Truax Accurate Empathy Scale. ANOVAs revealed no significant anxiety level effects on empathy level or interrogation. The effects of anxiety level upon structuring behavior and "activity not relevant to the task of counseling" approached commonly accepted levels of statistical significance. Some counselor effects were significant. Implications for further research were discussed. (Author)

ED 156 998 CG 012 716
Kreiser, Jeanette S.
Empathy as Either a Cognitive or an Affective Process.
Pub Date 28 Mar 78
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Affective Behavior, *Cognitive Processes, *Communication Skills, *Counselor Training, *Empathy, Identification (Psychological), *Perspective Taking, Skill Development, State of the Art Reviews, Theories

Empathy has been defined in a number of different ways. Some, such as Sarbin and Flavell, have emphasized the cognitive aspects of empathy by defining it as the ability to take-the-role-of-the-other. Others, such as Stewart, Borke, Iannotti, and Feshbach, have emphasized the affective processes involved in empathy. Although it is difficult, perhaps even impossible, totally to separate and distinguish cognitive and affective components as they interact in the actual expression of empathy, it may be that the significance and impact of these separate components of empathic ability will be found to vary under different conditions. Separation of the concept of empathy into components can serve to aid counselor trainees to apprehend and implement empathic behavior in their counseling. Finally, recognition of the complex nature of these cognitive and affective components of the empathy concept should enhance the counselor's awareness of, and effective communication with, others whose skills in this area may differ from his own. (Author)

CS

ED 156 999 CS 004 072
Leary, Patricia Magoon, A. Jon
Composite Predictions of Early Reading Success.
Pub Date Mar 78
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Beginning Reading, *Kindergarten Children, *Predictive Measurement, Predictor Variables, Primary Education, *Reading Ability, Reading Diagnosis, *Reading Readiness, *Reading Research

A functional prediction scheme was sought for use in kindergarten which would have good predictive power for future reading achievement and be easy and quick to administer and score, inexpensive, and conducive to classroom use. A group of 21 kindergarten children was tested for reading readiness, intelligence, and psycholinguistic ability. Their teachers also completed a special reading readiness checklist for each student. Results indicated that the criterion measure did not yield an assessment significantly superior to teacher judgments; the prediction ability of kindergarten teachers is better than that of teachers at any other grade level. Kindergarten teachers have access to information that is not easily codable, and a carefully constructed teacher checklist will enhance their predictive ability. A judicious combination of psychometric measures with careful teacher judgment will yield good results in prediction of reading achievement. (Tables of findings, a readiness checklist for teachers, and a complete variable list are included.) (DF)

ED 157 000 CS 004 116
Shelton, Dick
Reading in a Nutshell: An Inservice Presentation on Reading Programs and Methodologies.
Pub Date [73]
Note—17p.; Study prepared at Virginia Polytechnic Institute and State University
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Basic Reading, College Programs, Diagnostic Teaching, Elementary Education, Higher Education, *Individual Reading, *Inservice Teacher Education, *Instructional Improvement, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Remedial Programs, Skill Development, *Teaching Methods
Identifiers—Wisconsin Design for Reading Skill Development

A study of the literature on reading can introduce teachers to current methods for improving reading instruction. One current approach is the individualized reading program, in which children read trade books; such a program is built around individual conferences devoted to the accomplishment of individual objectives. A second approach, the Wisconsin Design for Reading Skill Development, provides individualized instruction by means of individualized skill assessment in six major reading areas. The Individually Prescribed Method of Instruction (IPI) is based on continuous progress, mastery of needed skills, achievement in subject matter, programmed instruction, systems analysis, and behavioral objectives. Traditional programs involve grouping children according to reading level and using basal readers, teachers' manuals, workbooks, and supplementary materials; such programs have been found to have definite strengths. Inservice programs should be designed to help improve reading instruction, but their number is decreasing because of budgetary problems. Finally, one type of reading improvement program in existence is that offered in colleges to help students improve their reading and study skills. (GW)

ED 157 001 CS 004 126
DeLawter, Jayne, Ed.
Reading: Prospecting for Futures; Proceedings from the Tenth Annual Conference of the California Reading Association, Sacramento, 1976.
International Reading Association, Newport Beach, Calif. California Reading Association.
Pub Date 76
Note—156p.
Available from—California Reading Association, 3400 Irvine Ave., Suite 211, Newport Beach, California 92660 ($5.00)
Document Not Available from EDRS.
Descriptors—Adult Reading Programs, Bibliotherapy, Bilingual Students, Conference Reports, *Cultural Differences, Early Reading, Elementary Secondary Education, Individualized Reading, Language Arts, Language Development, *Reading Comprehension, *Reading Instruction, Reading Materials, *Reading Skills, *Reading Tests, Remedial Reading, Self Concept, *Teaching Procedures

The 33 articles published in this conference report represent the wide range of topics covered at the conference. Entries are organized under the following six headings: Comprehension: the reason for reading; the role of reading in personal development; language and cultural variables and reading; instructional programs and procedures; reading in the secondary school; and testing in reading. Topics treated range from self concept and bibliotherapy to the special problems involved in teaching reading to Asian and Chicano children. The section on instructional programs and procedures consists of 12 articles that provide teaching models and techniques and discuss early reading, language experience and development, remedial reading, and accountability. (MAI)

ED 157 002 CS 004 146
Gordon, Edmund W.
Theories and Practice of Beginning Reading: A View from the Back of the Bus.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Apr 76
Contract—400-75-0049
Note—28p.; Paper presented at the Conference on Theory and Practice of Beginning Reading Instruction, University of Pittsburgh, Learning Research and Development Center, April 1976; For related documents, see ED 125 315, ED 145 399 and ED 155 617-655
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Beginning Reading, *Compensatory Education, Conference Reports, Developmental Stages, Learning Characteristics, Primary Education, *Reading Difficulty, *Reading Instruction, *Reading Research, *Research Problems, Social Problems, State of the Art Reviews, Theories

Reactions to the papers read at the Pittsburgh conference on the theory and practice of beginning reading (April 1976) are provided in this document, with particular attention to the way that the content of those papers relates to compensatory education issues. The problem

areas under which the discussion is organized are as follows: the search for adequate theories of reading and reading dysfunction, understanding reading as a developmental process, the social context of reading instruction, and individual learning characteristics. A transcript of audience discussion that followed the paper is attached. (RL)

ED 157 003 CS 004 176
Tremont, Joseph J.
The Massachusetts Right to Read Effort: A Plan for the Sixth Year.
Massachusetts State Dept. of Education, Boston.
Pub Date 78
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Educational Objectives, Elementary Secondary Education, *Literacy, *Performance Criteria, Reading Instruction, *Reading Programs, *Reading Skills, State Programs
Identifiers—*Massachusetts, *Right to Read
The proposal for the sixth year of the Massachusetts Right to Read effort deals primarily with ten objectives derived from the national commitment to full literacy. (1) "Focus on Excellence," a booklet outlining 5 major goals and 26 conditions for an exemplary reading program, is used for the criteria of excellence. (2) The Right to Read program plans to continue the statewide needs assessment plan. (3) Training programs for local educational agencies must be continued. (4) Technical assistance will continue to be provided in the form of instructional conferences. (5) The State Education Task Force, which has been hampered by lack of funds, will continue to function. (6) The statewide Advisory Council will continue to offer advice for the program. (7) Certification requirements must move from the planning stage to the operational stage. (8) Identification and validation of the exemplary reading program will continue, culminating with the production of a flier announcing the approximately six Right to Read model programs. (9) The Right to Read message will be disseminated in Massachusetts, and (10) evaluation is considered an important part of the program. Although the Right to Read effort may move in a different direction in upcoming years, the program has been effective in its five years of functioning. (JF)

ED 157 004 CS 004 197
Yore, Larry Quorn, Kerry
Improving the Reading of Visual Materials in Intermediate and Junior Secondary School Science.
Pub Date Oct 77
Note—12p.; Paper presented at the Annual Meeting of the International Reading Association Transmountain Regional Conference (3rd, Vancouver, British Columbia, Canada, October 20-22, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Content Reading, Direction Writing, Intermediate Grades, Junior High Schools, *Reading Instruction, *Reading Skills, *Science Instruction, *Science Materials, Student Attitudes, Teacher Attitudes, *Teaching Techniques, Visual Aids
In helping students to read materials in intermediate level science classes, teachers should first motivate them to read and should set a purpose and a focus for their reading. A postreading discussion should follow each reading task, in order to help students share, integrate, and apply insights obtained from the written materials. Books and reading should be used in concert with an activity-oriented inquiry program. Reading science materials involves such tasks as making measurements; reading graphs, maps, blueprints, star charts, diagrams, and pictures; and decoding symbolic statements. Each of these tasks requires specific skills, and instructional techniques may be devised to help students develop these skills. Students must have clear directions to follow so that they can work independently in examining, organizing, and analyzing data. Five factors that influence readability of directions are sentence structure, vocabulary, illustrations, sequencing, and readability of print. Finally, since teacher attitudes toward reading may influence students, teachers should assess their own attitudes; they should also attempt to improve student attitudes toward reading science materials. (GW)

ED 157 005 CS 004 198
Bruckner, Judith E.
A Study of the Relationship Between Self Concept and Reading.
Pub Date 77
Note—19p.; Study prepared at Union College
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Affective Behavior, College Freshmen, Junior Colleges, Reading Ability, *Reading Achievement, *Reading Research, *Relationship, *Self Concept, Values
Research studies on the affective elements of reading ability show a definite relationship between self concept and reading achievement in children. Based on these findings, this study investigated the relationship between reading achievement, self concept level, and perception of reading ability in college freshmen. Forty-six students from a language skills center in a two year college were tested on a standardized reading test, a standardized self concept scale, and an informal attitude inventory. The data were correlated using two different correlation procedures. Although there was a slight positive relationship between the male subjects' perception of their reading ability and their self concept level, the study results indicate no significant relationship between reading achievement and self concept level. These findings suggest that reading achievement is not a factor on which self concept depends at the college level. (MAI)

ED 157 006 CS 004 200
Smith, Lawrence L.
Comparing Reading Expectancy Formulae After Converting the Expectancy Scores to Expectancy Stanines.
Pub Date [76]
Note—20p.; Research prepared at the University of Florida
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Comparative Analysis, Elementary Education, *Expectation, *Predictive Ability (Testing), Reading Ability, Reading Diagnosis, *Reading Level, *Reading Research, *Reading Tests
Rather than abandon reading expectancy formulae because they produce different reading expectancy scores, educators should attempt to improve such formulae in order to make appropriate decisions about students. Potential reading levels derived from the use of various expectancy formulae may be compared after converting the scores to stanines, which are more stable. Using a conversion method, seven reading expectancy formulae were tested with 161 elementary school students: 40 second graders, 48 fourth graders, and 73 sixth graders. A t-test was used to determine if the mean IQ scores of the sample were significantly different from the "normal" mean IQ of 100. The scores of both the second and fourth grade sample were significantly different, although the sixth grade scores were not. When classifying students as able or disabled readers, the Horn formula, the adapted Harris formula, and the Monroe formula were in agreement at least 90% of the time. At 70% agreement, the Gilliland and Carner formulae would also be acceptable. This study, previous studies, and clinical observation suggest the advisability of using the adapted Harris formula. (Tables and figures illustrate the text.) (JF)

ED 157 007 CS 004 205
Tutolo, Daniel
Motivation in Content Reading.
Pub Date May 78
Note—21p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Advance Organizers, Concept Teaching, *Content Reading, Elementary Secondary Education, *Learning Motivation, Positive Reinforcement, *Reading Comprehension, Reading Instruction, *Reading Processes, *Student Motivation, *Teaching Techniques
Motivational devices are useful in content-area reading because the content load of most content textbooks is so extensive that few if any students can be expected to understand all that an author intends to communicate. Many students who are inexperienced with the subject matter are unable to read the assignments independently. The recognition of two general factors will help the teacher to establish instructional purposes in content-area reading: the idea to be discovered, and the reading process to be applied. The student's clear understanding of the purpose for which he or she is reading will be valuable. Suggested activities which will be helpful in assisting readers to process content-area materials include the following: inform the reader in advance of the ideas to be discovered in order to establish a cognitive set for reading; set short-term goals; and use an advance organizer, positive reinforcement, adjusted reading level, structured overview, paragraph processing, mapping, and webbing. (DF)

ED 157 008 CS 004 206
Lunstrum, John P. Taylor, Bob L.
Teaching Reading in the Social Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 78
Contract—400-75-0029
Note—96p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 ($2.50 non-member, $3.50 member); Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order No. 198, $3.25)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Content Reading, Educational Resources, *Learning Activities, Readability, Reading Ability, Reading Comprehension, Reading Difficulty, *Reading Instruction, Reading Materials, *Reading Research, *Social Studies, Student Motivation, *Teaching Techniques
Identifiers—Information Analysis Product
Approaches to improving students' skills in reading social studies materials are presented in this book. The first chapter discusses reading problems and orientations to reading in the social studies. The remaining three chapters deal with three problem areas: making a suitable match between pupil reading abilities and instructional materials, providing motivation to read in social studies classes, and improving comprehension in the reading of social studies material. Within each problem area, selected strategies, procedures, and resources suitable to different grade levels are identified and described, and where appropriate, detailed activities are suggested. The appendixes review relevant research, describe methods for assessing readability of a text, discuss the use of personal classroom journals in the social studies, present an example of a discovery episode that may be used in social studies instruction, and show how to apply Hugh Rank's "doublespeak" schema to the social studies. An annotated bibliography of related items is included. (GW)

ED 157 009 CS 004 212
Berger, Allen And Others
Guidelines for Teams Evaluating the Reading Component of Teacher Education Programs.
Keystone State Reading Association, Pa.
Pub Date Jan 78
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Curriculum Evaluation, *Evaluation Methods, *Guidelines, Higher Education, Knowledge Level, *Program Evaluation, Reading, *Reading Instruction, *Student Evaluation, Teacher Education, *Teacher Education Curriculum
Designed for teams evaluating the reading component of teacher education programs, the guidelines in this paper contain statements to use in determining the degree of understanding that students in teacher education programs have regarding 30 concepts and techniques relating to reading development. The statements are grouped according to the following areas: reading concepts, diagnostic teaching and evaluation, reading materials, reading skills, psychological and pedagogical principles, and the relation of reading to the larger educational community. The items are arranged so that responses to each (from program director, faculty, students, and dean or other persons interviewed) can be displayed on the same page. In addition to the guidelines, this publication presents a history of the evolution of the guidelines, offers notes to aid evaluators in ascertaining students' levels of

awareness and proficiency regarding each of the 30 statements, and provides definitions of selected terms used in the guidelines. (GW)

ED 157 010 CS 004 213
Johnson, Linda L.
Prestige Factors Influencing Evaluative Level Reading.
Pub Date May 78
Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Comparative Analysis, *Evaluation Criteria, Evaluation Methods, Evaluative Thinking, *Information Sources, *Public Opinion, *Reading Research, *Student Attitudes
Identifiers—*Prestige, *Reputation
Prestige-suggestion, the effect that the prestige or reputation of a source has on a receiver, is the subject of this paper. Three research studies which have been done recently by researchers in reading are reported. These studies asked the following questions: If consumers evaluate products by means of reading store advertisements, will they be affected in their evaluations by the prestige of either the brands or the stores? If readers are asked to evaluate the quality of newspaper articles, will they be influenced by the prestige of the newspapers from which the articles came? and If students are asked to evaluate research articles, will they be influenced by the prestige of the university employing the authors of the articles? Results indicate that readers are swayed by the prestige of brand and store, feature articles of high prestige newspapers are evaluated more highly than those of low prestige papers, and there is little influence of university prestige on the perceived quality of research except among graduate students. (JF)

ED 157 011 CS 004 216
Ulijn, Johannes Marinus
Frans Als Vreemde Taal in Een Ingenieursopleiding: Een Onderzoek Naar de Leesvaardigheid (French as a Foreign Language in Engineering Education: An Investigation into the Reading Comprehension, with Summaries in French, German and English).
Pub Date Apr 78
Note—196p.; Doctor in Social Sciences Dissertation, Catholic University at Nijmegen, Holland; In Dutch
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Dutch, *Engineers, Foreign Countries, Foreign Language Books, French, Language Instruction, *Reading Comprehension, *Scientific Research, *Second Language Learning, *Second Languages, Technical Education
Identifiers—*Netherlands
The question of how a scientific researcher copes with a text written in a language which he or she does not adequately understand is examined in this Dutch language study of Dutch preservice engineers. Although French, German, and English are traditionally taught in secondary schools in the Netherlands, French gives Dutch engineers the most problems in reading in their field of study. In chapter one, the comprehension problems in reading French are compared to those that arise in reading other foreign languages in scientific and technical research. A foreign language reading comprehension model (chapter two) was developed to study the causes of these difficulties. In chapter three, the role of the first language in second language reading comprehension is examined. An inventory of contrasts was made for French as a second and Dutch as a first language. In chapter four, these contrasts are applied to scientific and technical French. The model which is described in the preceding chapters is illustrated with data in chapter five. The reconstruction of the process of reading comprehension of a scientific and technical foreign language is achieved in chapter six. It can be concluded from this study that in teaching French in Dutch schools, it is important to impart simple technical terms and nominalisation, especially if they do not have an international form. (JF)

ED 157 012 CS 004 217
Vail, Neil J. Neill, Nancy R.
How to Help Your Child Grow in Reading.
Racine Unified School District 1, Wis.
Pub Date May 75
Note—83p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Beginning Reading, Handwriting, *Learning Activities, Parent Child Relationship, *Parent Participation, Phoneme Grapheme Correspondence, Primary Education, *Reading Games, *Reading Instruction, Reading Readiness, *Reading Skills, Vocabulary, Word Lists
The purpose of this publication is to show parents how they can facilitate their children's growth in reading. Section one suggests numerous parental activities to aid children's reading growth, such as reading to children, talking and listening to them, giving them responsibilities, and building a reading atmosphere at home. Sections two and three present a pyramid of reading skills and a summary of consonant and vowel sounds. Section four discusses games and activities that pertain to the following areas: visual and auditory discrimination, sight and meaning vocabulary, word attack skills, library and study skills, and comprehension. Section five describes recommended books for parents of children in the primary grades, and section six presents a core vocabulary list, a list of Dolch basic sight words, and a handwriting model. (GW)

ED 157 013 CS 004 218
Bishop, Arthur, Ed.
Learning to Read. Focus 4.
Educational Testing Service, Princeton, N.J.
Pub Date 78
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Reading Programs, Basic Skills, Compensatory Education Programs, *Educational Assessment, Elementary Secondary Education, *Functional Illiteracy, *Literacy Education, *Program Evaluation, Reading Processes, *Reading Programs, *Remedial Reading, Teaching Techniques
Identifiers—*Right to Read
In view of the fact that 13% of the 9, 13, and 17-year-old students in the United States have been found to be functionally illiterate in a national study, this booklet was produced by the Educational Testing Service (ETS) to review efforts that have been undertaken to strengthen students' command of reading skills. Among the topics discussed are the following: Right to Read programs, aimed at adults as well as children; compensatory programs and their effectiveness; the comparative values of various teaching techniques, such as independent seatwork and small group teaching in the second grade and teacher-pupil interaction in the fifth grade; how children learn to read, including reliance on phoneme-grapheme correspondence and the use of contextual clues, as well as shifting between these techniques; the basic skills movement, which in most states has resulted in the setting of a minimum standard of literacy competency for the awarding of a high school diploma; and the current situation in teaching for literacy in the United States. (DF)

ED 157 014 CS 004 219
Fox, Lynn C. Stichl, Thomas G.
A Program for Job Related Reading Training.
Human Resources Research Organization, Monterey, Calif. Div. 3.
Spons Agency—Department of the Army, Washington, D.C.
Pub Date 74
Contract—DAHC-19-73-C-004
Note—36p.; Several pages may not reproduce well due to poor type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Functional Illiteracy, Individual Instruction, Instructional Materials, *Job Skills, *Literacy, *Military Personnel, Post Secondary Education, Program Descriptions, Program Evaluation, *Reading Programs, *Reading Skills, *Worksheets
A functional job-related reading program was developed to cope with literacy problems of Army personnel; the program involves students who work individually on instructional worksheets in six main modules, each designed to teach a specific job-related reading task. This paper presents an overview of background research for the program, which was aimed at defining the Army's literacy problem and identifying objectives for a literacy training program. It then discusses the following aspects of the program: instructional principles on which it is based, student selection, first day inprocessing, procedures for administering student worksheets and for moving students through the instructional modules, types of items included on the worksheets, record keeping, and student characteristics. Data are then presented that indicate the success of the program, and its current implementation status in Army literacy schools around the country is noted. The paper includes charts showing program procedures and provides samples of such materials as the job reading task test administered prior to the program, student worksheet records, and worksheet exercises. (GW)

ED 157 015 CS 004 221
Mason, Jana M. And Others
Effects of Polysemous Words on Sentence Comprehension. Technical Report No. 85.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date May 78
Contract—400-76-0116
Note—34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Context Clues, Elementary Education, Failure Factors, *Reading Comprehension, *Reading Processes, *Reading Research, Recall (Psychological), *Semantics, Sentences
Identifiers—*Center for the Study of Reading (Illinois), *Polysemous Words
The effect on comprehension of words containing more than one meaning was studied. In experiment one, subjects in grades four, five, and six were assessed on their ability to recall polysemous words and identify their meanings after having read them in sentence contexts. When words were assigned their primary sense in the sentences, subjects remembered them and their meanings better than when they had been used in a secondary sense. There were reading ability effects but no grade differences. Experiments two and three confirmed the inability of third and fourth grade children to use context to identify secondary meanings of words. Experiment three showed, in addition, that children cannot assess accurately whether they have chosen a correct meaning for a word. The three experiments indicate that children in elementary school frequently misremember the context when a secondary meaning of the word is referenced in a sentence and also fail to choose correct secondary meanings. It is apparent that the presence of polysemous words in text materials is one source of comprehension difficulty. (Author)

ED 157 016 CS 004 222
Baker, Linda
Processing Temporal Relationships in Simple Stories: Effects of Input Sequence. Technical Report No. 84.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Apr 78
Contract—400-76-0116
Note—54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Cognitive Processes, College Students, *Fixed Sequence, Higher Education, Memory, *Reading Comprehension, *Reading Processes, *Reading Research, *Recall (Psychological), Serial Ordering, *Story Reading
Identifiers—*Center for the Study of Reading (Illinois), Flashbacks
Four experiments examined the effect of input sequence on memory for simple stories. After reading stories written in either chronological or flashback sequence, subjects made a decision about the underlying order of occurrence of two events. Responses were consistently faster and more accurate on chronological sequences under three conditions of testing: immediately after reading, after a ten-second unfilled interval, and after a ten-second filled interval. It was also shown that decisions about input order were easier than decisions about underlying order when the stories contained flashbacks. These data indicate that subjects based their responses on a memory representation which preserved the input sequence of events. An additional finding was that decisions were easier when the events in the story had a logical progression rather than an arbitrary ordering, demonstrating an influence of prior knowledge. (Author)

ED 157 017 CS 004 223
Watson, Jerry J.
Reading Nonsense (Poetry) Makes Sense in the Reading Program.
Pub Date [77]
Note—7p.; Study prepared at the University of Iowa
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Bibliographic Citations, *Childrens Books, Elementary Education, *Poetry, *Reading Instruction, *Reading Skills
Identifiers—*Nonsense Verse, *Reading to Others
Nonsense poetry can make a valuable contribution in reinforcing children's reading skills and developing their literary appreciation. This paper describes several nonsense poems and books for children, points out their appeal, and stresses the value of reading such works to children. It also offers a few suggestions on techniques to use in reading nonsense poetry aloud to children and in using some of the recommended works to promote the development of specific reading skills. (GW)

ED 157 018 CS 004 225
Parents as Models for Reading.
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 78
Contract—300-77-0490
Note—9p.
Journal Cit—Reporting on Reading; v4 n4 Entire Issue Jun 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Beginning Reading, Individualized Instruction, Parent Influence, *Parent Participation, *Parent Teacher Cooperation, Primary Education, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Readiness
Identifiers—*Right to Read
Parents have a significant role in preparing their children to read; they can help shape and strengthen the school's reading program. Articles included in this Right to Read bulletin deal with the following topics: the heightened interest among educators in parent involvement in reading instruction; sharing tasks between parents and teachers in directed activities; parents showing children that they are concerned with what goes on at school; involving urban parents in reading programs; and trying to substantiate the catchphrase, "parents as partners." An illustrated and annotated bibliography of resources that parents may order is included. (DF)

ED 157 019 CS 004 226
Estes, Thomas H.
Congruence in Philosophy and Pedagogy of Reading.
Pub Date May 78
Note—22p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Individualized Reading, Instructional Innovation, Learning Processes, *Learning Theories, *Models, Philosophy, Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Material Selection, *Reading Processes, Reading Skills, *Teaching Techniques
Identifiers—*Skinner (B F), *Wittgenstein (Ludwig)
The practice of teaching reading should be based on the nature and dignity of human beings. The major problem in the study of reading is that the reading model on which pedagogy is based is inconsistent with this view of persons. The view that reading is a skills-determined, linear process in which readers decode, process, and retrieve information is based on a computer model and implies that skills teaching should be preeminent. Reading is not a linear process, however, but a cyclical and synergistic activity, an interaction between the reader, content, and strategies; this model is more promising as a teaching model than is the linear model. The teaching of reading must consider the relation of the text to the readers' understandings and attitudes as well as strategies; these strategies do not develop in isolation from their use. Specific recommendations from this theory include the following: select texts that are meaningful to the reader; recognize that learning to read is a lifelong process; affect the reader's knowledge, feelings, and inclinations about the reading task; encourage students to see the relationship between text and previous knowledge, suggest and model strategies that are appropriate to the text; provide much reading opportunity in school; use content area readings; and recognize that comprehension may not be testable by standard measures. (DF)

ED 157 020 CS 004 228
Belloni, Loretta T.
The Relationship of Reading Interests to Reading Comprehension for Low-Achieving Adolescents.
Pub Date May 76
Note—68p.; M.A. Thesis, Louisiana State University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adolescent Literature, *Adolescents, Cloze Procedure, Elementary Education, Low Achievers, *Reading Comprehension, *Reading Interests, *Reading Material Selection, *Reading Research, Reading Skills
In a study designed to discover whether interest in reading materials influenced a student's comprehension, 47 seventh grade students, reading one to two grade levels below their grade placement, were assigned a self selected story of high interest and a story of low interest. The 12 short story selections were assembled on the basis of research on adolescent reading interest. Cloze tests were administered immediately following the reading of each story. Two scores were obtained for each student, one on the high interest passage and one on the low interest passage. The analyses of variance confirmed that mean cloze scores on the high interest stories were significantly higher than on the low interest passages for the total group. The experiment indicated that interest is a significant factor affecting comprehension, and the results imply that students can comprehend material written at higher levels than what may normally be presented to them when interest in that material is present. (Author/JF)

ED 157 021 CS 004 229
Palmatier, Robert A., Ed.
[Competency Requirements for Reading Professionals.]
Pub Date 78
Note—32p.
Journal Cit—Epistle; v5 n2 Entire Issue Spr 1978
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Criteria, Higher Education, *Performance Based Teacher Education, Preservice Education, *Professional Training, Reading, *Reading Consultants, *Teacher Education, *Teacher Education Curriculum, Teacher Educator Education
Identifiers—*Reading Teachers
The result of an institute held prior to the International Reading Association convention in 1977, this document focuses on competency requirements for various roles held by reading professionals and on training students of education to meet those competencies. Articles included in this document deal with the following specific topics: matching graduate program components with the training requirements of reading professionals; the training needs of instructors of compensatory reading in the junior college; the job demands of school district reading instructors; the competency needs of state reading consultants; and research training requirements for reading professionals. (DF)

ED 157 022 CS 004 230
Prentice, Walter C. Peterson Joe
Beyond Passage Dependency: A Closer Look at What Reading Comprehension Tests Measure.
Pub Date Dec 77
Note—18p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Cognitive Processes, Literature Reviews, Miscue Analysis, *Psycholinguistics, *Reading Comprehension, Reading Processes, *Reading Research, Reading Skills, *Reading Tests, Research Methodology, Test Construction, *Test Validity
Standardized reading tests exert a great influence on curriculum materials, teaching methods, and student perceptions of the nature of reading; these tests must reflect the best recent research findings. Passage dependency research has attempted to increase the accuracy of reading tests, and has focused on the following four areas: (1) reading comprehension as the amount of knowledge the reader gains from the reading, (2) reading comprehension measured by students' ability to answer questions after having read the passage that they could not have answered beforehand, (3) identification of strategies students use in answering questions correctly without the aid of the passage, and (4) recommendations for making reading comprehension tests more passage dependent. There is a need to go beyond such research to a psycholinguistic definition of reading comprehension in which comprehension is the construction of meaning, not merely a passive discovery of meaning in text. Increasing the dependency of the reader on the passage might very well inhibit worthwhile information processing strategies. As opposed to the "manipulative" techniques of much of the mainstream research in this area, Kenneth Goodman's naturalistic model of reading is a valid alternative, working within real reading situations and emphasizing miscue analysis to illumine the comprehension process. (DF)

ED 157 023 CS 004 231
Pietrosky, Margaret
Reading Classroom Management System.
Pub Date May 78
Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Class Management, Classroom Environment, Grade 7, Junior High Schools, Reading Comprehension, *Reading Improvement, *Reading Programs, *Self Concept, Small Group Instruction, Study Skills, *Teaching Techniques, Vocabulary Development
The classroom management system of a junior high school reading program was designed to provide an atmosphere in which students could develop positive self concepts, responsible independence, and improved reading skills. To stress skill accountability, the class was organized as a business company where each student interviewed for a specific job, agreed to follow company policies, and received pay checks and other company benefits. Learning activities were divided among five areas: free reading, free writing, vocabulary, comprehension, and study skills; small group instruction was emphasized. A program packet was developed and includes lists of company policies and benefits, an interview format, a job list, a letter to parents, a company information sheet, a job application, a paycheck form, and time cards. (The packet is included.) (MAI)

ED 157 024 CS 004 232
Plate, Ruth Ann
Newspaper: A Reading Teacher.
Pub Date May 78
Note—25p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Content Reading, Creative Writing, Elementary Secondary Education, *Newspapers, Phonics, Reading Comprehension, *Reading Instruction, *Reading Materials, *Reading Programs, Reading Readiness, Reading Skills, Structural Analysis, *Teaching Techniques, Writing Skills
The daily newspaper was chosen for its flexibility and diversity to provide the materials for the instructional strategies outlined in this teaching guide. The lessons, intended for adaptation to all grade levels, are organized into seven sections: reading readiness, phonics and structural analysis, comprehension skills, life skills, reading in the content areas, written communication skills, and creative writing. The sections include an introductory discussion of the skills to be taught in that unit and a series of lesson plans. Each lesson plan stresses a particular skill, lists the newspaper materials involved, and suggests specific student activities such as letter and picture exploration, problem solving, synthesizing information, keeping diaries, reading advertisements, and analysing political cartoons. (MAI)

ED 157 025 CS 004 234
Stanchfield, Jo M.
Teaching Strategies to Improve Literacy Skills.
Pub Date Nov 77

Note—12p.; Paper presented at the Annual Meeting of the California Reading Association (11th, Anaheim, California, November 2-5 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Basic Skills, Elementary Secondary Education, *Language Arts, Learning Motivation, Participant Involvement, Relevance (Education), *Skill Development, Student Attitudes, Student Interests, *Student Motivation, *Teaching Methods

Teachers in the content areas of the curriculum must expend effort and use ingenuity in motivating students to learn the literacy skills of listening, speaking, thinking, reading, writing, and computing. To foster this enthusiasm for learning, seven elements are essential in any teaching strategy: interests (knowing the students' interests and providing materials that will make them want to read); visibility (recognizing and displaying student achievements); involvement (allowing students to participate in the class presentation); relevance (relating the learning content to the life experiences of the students); "effectance" (involving the principles of sequence, consistency, and continuity in teaching skills), expectancy (conveying confidence in the student's ability to master the learning task); and attitude and set (creating a positive classroom atmosphere in which the students feel accepted by the teacher and their peers). (MAI)

ED 157 026 CS 004 235
Austin, Mary C. Donovan, Margaret A.
Does Modality Preference Make a Difference? The Results of a Three-Year Study--Literature Review.
Pub Date May 78
Note—18p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related document, see CS004236
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Beginning Reading, *Dimensional Preference, Elementary Education, Learning Characteristics, *Learning Modalities, Learning Processes, Literature Reviews, Multisensory Learning, Reading Achievement, *Reading Instruction, *Reading Research, Sensory Experience, *Teaching Methods

The inconclusive results of research comparing beginning reading methodologies in the 1960s led many schools to change their approaches to beginning reading instruction. In the 1970s the focus has shifted from the belief in a single method as superior for all children to the attempt to match methodology to the needs of individual children. A review of the literature of the 1970s reveals that research findings dealing with the relationship between predetermined modality preference and reading achievement have been divided. Some investigators have maintained that predetermined modality preference is an important consideration in early reading achievement; others, however, maintain that predetermined modality preference does not appear to have a direct bearing on reading achievement. Research on modality preferences similar to other studies based on the aptitude treatment interaction model have had two major problems: discreteness of learner classification and homogeneity of treatment. Further research is needed to clarify the relationship between predetermined modality preference and reading achievement. (DF)

ED 157 027 CS 004 236
Donovan, Margaret A. Austin, Mary C.
Does Modality Preference Make a Difference? The Results of a Three-Year Study--Empirical Data.
Pub Date May 78
Note—25p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related document, see CS004235
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Beginning Reading, *Dimensional Preference, *Effective Teaching, Learning Characteristics, *Learning Modalities, Learning Processes, Multisensory Learning, Predictive Ability (Testing), Primary Education, *Reading Achievement, Reading Instruction, *Reading Research, Sensory Experience, Teaching Methods, Test Validity
Identifiers—Hawaii

A study of the effects of modality preferences and teacher competencies on reading achievement was undertaken using three different programs for initial reading instruction. The major purposes of the study were to determine differences in reading achievement when first grade children are placed in programs congruent or noncongruent with their sensory modality preferences, to explore the effects of teacher competence on differences in achievement when pupils have congruent or noncongruent placement, to validate modality preference assessments, and to modify the kindergarten assessment battery. Subjects were 107 first grade pupils from a multi-ethnic, multilingual, multicultural, economically disadvantaged Hawaiian community. Data were obtained from kindergarten assessment of readiness and first grade criterion measures of reading achievement, and learners were identified according to auditory, visual, and no modality preference. Results indicated that pupils whose modality preferences were congruent with the primary instructional focus of initial reading programs achieved significantly higher scores on all measures of initial reading behavior than did pupils whose modality preferences were not congruent with the instructional focus. Also, experimental placement was more effective with teachers of greater competency, and the clinical modality decision procedures were validated statistically. (Implications for educational practice are included.) (DF)

ED 157 028 CS 004 237
Russell, Sheldon N. Dunlap, William P.
An Interdisciplinary Approach to Reading & Mathematics.
Pub Date 77
Note—106p.
Available from—Academic Therapy Publications, P.O. Box 899, San Rafael, California 94901 ($10.50 cloth, $5.50 paper)
Document Not Available from EDRS.
Descriptors—Diagnostic Tests, *Educational Diagnosis, Elementary Education, Integrated Activities, *Interdisciplinary Approach, *Mathematics, *Mathematics Instruction, *Reading Instruction, *Reading Processes, Structural Analysis

The processes of learning to read and learning to calculate are significantly similar to justify an interdisciplinary approach to teaching them. In this book a series of parallels are drawn between mathematics and reading in order to exemplify the similarities in diagnostic procedures, terminology, and skill sequences. Topics covered in the book include the following: the history, trends, curriculum, and rationale for an interdisciplinary approach; similarities between reading and mathematics; differences between the two; diagnostic implications of interdisciplinary study; an informal inventory of the aspects of reading and mathematics; diagnostic measures; structural and error analysis; comprehension, including taxonomy, cloze procedure, and maze technique; modalities; and remediation and associated problems. Each comparison attempts to demonstrate the feasibility of using the best of both worlds for the benefit of the student and teacher. (Author/JF)

ED 157 029 CS 004 240
Hoffman, Sybil M.
The Effect of a Listening Skills Program on the Reading Comprehension of Fourth Grade Students.
Pub Date May 78
Note—103p.; Ph.D. Dissertation, Walden University
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Grade 4, Intermediate Grades, *Listening Comprehension, *Listening Skills, *Reading Comprehension, Reading Programs, *Reading Research, Teaching Methods

A study was conducted to determine the effect of a program of listening skills on the reading comprehension of fourth grade students. After a pretest, an experimental group of 12 boys and 12 girls was selected randomly from four classrooms and a control group was selected with matched pretest scores. The experimental group was taught using "Listening Comprehension Skills: Level B," published by the Alameda County Schools, California, while the control group was involved in language arts activities. Both groups participated in class twice a week in one half hour sessions over a period of eight weeks. The reading comprehension subtest of the California Achievement Test was used as a posttest. Results of the study showed that the reading comprehension of both boys and girls in the experimental group improved significantly through instruction in the "Listening Comprehension Skills" program. (Data tables and a bibliography are appended). (Author/MAI)

ED 157 030 CS 004 241
James, Bobby M.
Development of a Vocabulary Building Program for Vocational Education Students.
Pub Date [78]
Note—13p.; Report prepared at South Plains College
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Reading Programs, *Context Clues, Post Secondary Education, *Reading Centers, *Reading Improvement, Reading Programs, *Technical Education, *Vocabulary Development, *Vocational Education, Vocational Schools

In view of the fact that vocational education students want only the essentials of the reading curriculum, the reading center at Eastern New Mexico University (Roswell) began a program of direct vocabulary building. This method stresses application of words to be learned, making them function for the learner, as well as a high interest factor. Vocabulary was determined to be the greatest source of reading difficulty for these vocational students, although an underlying principle of the program is the assumption that not all learners need to learn the same vocabulary. The program was organized on the principle that the meaning of the unfamiliar word should be obtained through context, thus helping the student to see the relationship of the word to his or her technical interest. Of the three phases of instruction, two are not required for all students, although the technical vocabulary unit is mandatory. Phase one guides the students through chapters by means of audiotape, calling attention to unfamilar general vocabulary terms. Phase two consists of a diagnostic pretest, a vocabulary contextual teaching session, and an evaluative posttest. The third phase is designated for technical vocabulary development. Students who have used the program have developed both in vocabulary and in technical ability. (DF)

ED 157 031 CS 004 242
Taylor, Nancy E.
Children's Awareness of Word Boundaries as a Cueing Convention in Written Language.
Pub Date Dec 77
Note—21p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Beginning Reading, *Cues, English Instruction, Kindergarten Children, *Language Ability, Primary Education, *Reading Research, Reading Skills, *Space Orientation, *Word Recognition, Word Study Skills, Written Language

In order to study young children's awareness of interword space as a cueing convention and determine their ability to deal with language on an abstract level, 23 black kindergarten children who had been exposed to formal reading instruction were tested. In the first test children were asked to study cards on which a single word or groups of words were written. Each child was instructed to point out when the examiner pronounced either fewer or more words than listed on the card. The second test was a 15 item word reversal task in which subjects were required to reverse word pairs pronounced by the examiner. Results indicated that even after a year of formal reading instruction only a few children could demonstrate awareness of space as a cueing convention and that the ability to demonstrate this awareness was related to the ability to manipulate oral language. It can be concluded that children develop clarity about technical features of written language as they learn to read and that some level of cognitive maturity may facilitate the abstraction of these technical features. (Author/JF)

ED 157 032 CS 004 243
Eisner, Elliot W., Ed.
Reading, the Arts, and the Creation of Meaning.
National Art Education Association, Reston, Va.
Pub Date 78
Note—136p.
Available from—National Art Education Association, 1916 Association Drive, Reston, Virginia 22091 ($6.95)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Art, *Cognitive Processes, *Concept Formation, Creative Art, Fine Arts, Learning Processes, *Perception, Perceptual Development, *Reading, *Reading Processes, Reading Programs, Thought Processes, *Visual Arts

The seven papers that comprise this book were presented at the 1977 National Art Education Association Conference on Reading, the Arts, and the Creation of Meaning held to bring together people in the arts and the fields of reading, psychology, and philosophy to explore the relationships that exist between these fields of study. Topics discussed in the book include: reading and the creation of meaning, reading for nonliteral meaning, the basics of reading, the picturebook as an art object, reading as the "great American fetish," metaphorical perception, and art, criticism, and reading. Authors are Elliot W. Eisner, Gabriele Lusser Rico, Kenneth S. Goodman, Kenneth Marantz, Malcolm P. Douglas, D.N. Perkins, and Edmund Burke Feldman. (JF)

ED 157 033 CS 004 244

Perritt, Lea J. Mertens, Donna M.

Summative Evaluation of Diagnostic and Prescriptive Reading Instruction, Spring, 1977 and Career Education in the Elementary School, Summer, 1977. Technical Report Number 17.

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 77

Contract—76-100C0-3009A; 76-C2-0E-0226

Note—114p.; Some parts of appendix are of marginal print quality

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Course Descriptions, *Course Evaluation, *Diagnostic Teaching, *Educational Television, Elementary Secondary Education, Evaluation Methods, Higher Education, Measurement Instruments, Questionnaires, *Reading Instruction, *Teacher Education

Identifiers—*Appalachia

Since 1974 the Appalachian Education Satellite Program, which is described in this report, has delivered graduate level teacher training courses in diagnostic and prescriptive reading and in career education to elementary and secondary teachers in remote areas of Appalachia. Evaluation of the courses has focused on determining how they affected participants' learning and attitudes, the effectiveness of the learning activities and methods of presentation, the reliability of the equipment, the overall course evaluations, and the way the results compare with the results of previous deliveries of the course. This report presents the results of the 1977 deliveries of the two types of courses to elementary teachers. For each course, it provides a course overview and lists topics and objectives for the individual programs in the course, discusses procedures and instruments used in the course evalaution, and presents the evaluation results. The report includes numerous tables and provides samples of such materials as attitude and background questionnaires, instructional activities rating forms, and equipment report and student satisfaction forms completed by teachers. (GW)

ED 157 034 CS 004 245

Esvoe, Adrienne S.

The Communication Experience Approach to Learning Basic Skills.

Pub Date Oct 77

Note—8p.; Paper presented at the Annual Meeting of the College Reading Association (21st, Cincinnati, Ohio, October 26-29, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, *Basic Skills, *Communication Skills, *Daily Living Skills, Functional Illiteracy, Group Activities, *Language Skills, *Literacy Education, Reading Skills, Secondary Education

The Communication Experience Approach (CEA), a modification of the Language Experience Approach to teaching reading, involves the use of group activities designed to help functionally illiterate persons learn basic communication skills. This paper first discusses six distinct processes in the CEA: setting a specific purpose for communicating, expressing oneself by speaking, recording speech, reading what has been spoken, revising what has been read, and using the written product in a real situation. The paper notes that the process of skill development is integrated into each of the six processes. A sample instructional plan is then provided to show how the CEA might be used by a group of students in planning a telephone inquiry about a job advertisement. Finally, 16 examples of communication situations that lend themselves to the CEA are listed. (GW)

ED 157 035 CS 004 246

Gifford, Ida I.

Developing Channels of Communication.

Pub Date May 78

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), Elementary Education, Inservice Teacher Education, *Intercommunication, Models, Organizational Communication, *Parent Participation, Parent School Relationship, Parent Workshops, Reading Consultants, *Reading Instruction, *Remedial Reading, *School Community Relationship, Teacher Administrator Relationship, *Teacher Role

The overall communication network specific to remedial reading frequently is connected by very weak linkages within and between components of the system, namely parent/school, board of education/administration, administration/reading teacher, reading teacher/classroom teacher, and reading teacher/parent. This paper tells how one school built a communication network for more effective articulation of remedial services and brought parents into the network. After presenting and describing the communication model developed by the school, the paper discusses the way in which communication "bridges" were built during three sequential stages that stressed programs to develop children's language and perceptual skills, teacher inservice training, and parent-teacher workshops. Among the topics discussed are ways in which funds for the programs were obtained, the role of the reading teacher and classroom teachers, the use of the reading room as a resource center, enlistment of parental support for children's reading efforts, and topics dealt with in parent-teacher workshops. (GW)

ED 157 036 CS 004 247

Anderson, Thomas H. And Others

Development and Trial of a Model for Developing Domain Referenced Tests of Reading Comprehension. Technical Report No. 86.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 78

Contract—400-76-0116

Note—69p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Criterion Referenced Tests, *Measurement Techniques, Performance Factors, *Reading Comprehension, *Reading Research, *Reading Tests, *Test Construction

Identifiers—*Center for the Study of Reading (Illinois), *Domain Referenced Tests

The domain-referenced approach to assessment results in a set of tests that are closely linked to theoretical propositions about aspects of reading comprehension. In this paper, the definition, validation, and use of domains are described, and one strategy for developing domain-referenced measures is proposed. The strategy involves identifying a plausible candidate domain, identifying prototypic items from that domain, specifying relevant variables thought to affect the difficulty of responding correctly to those items, creating sample items, and verifying the domain empirically. An attempt was made to implement this strategy in measuring "ability to find the main point of a passage." In general, the strategy seems to be a useful approach to test development and theory refinement, in that it effectively samples and screens variables affecting performance in the domain. On the basis of this study, suggestions are made for further research on finding the main point, and appropriate next steps in developing domain-referenced measures are proposed. (Author)

ED 157 037 CS 004 248

Andre, Marli E.D.A. Anderson, Thomas H.

The Development and Evaluation of a Self-Questioning Study Technique. Technical Report No. 87.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78

Contract—400-76-0116; N00123-77-C0622

Note—37p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Ability, *Content Reading, High School Students, *Learning Activities, *Questioning Techniques, *Reading Comprehension, *Reading Research, Secondary Education, *Study Skills

Identifiers—*Center for the Study of Reading (Illinois), Prose Learning

The main purpose of these two studies was to determine whether or not generating good comprehension questions while studying prose material was an effective study technique. In the first study there were two treatment groups to which the high school seniors participating in the study were randomly assigned: a questioning-with-training or a read-reread control group. In the second study, high school juniors and seniors were randomly assigned to one of three treatment groups: a questioning-with-training group, an untrained questioning group, or a read-reread control group. Verbal ability, as measured by the "Wide Range Vocabulary Test," was used to group subjects ex post facto into three levels of verbal ability. Two sessions of approximately 50 minutes each were used for training and testing the subjects. The first day was devoted to training the experimental groups and administering the verbal ability test. On the second day, students studied two 450-word passages and were tested over their content. Findings from one of the studies showed a significant main effect for treatment in favor of questioning-with-training. Further, results from both studies indicate that student generation of questions during study is more effective for lower than for higher verbal ability students. (Author)

ED 157 038 CS 004 249

Bruce, Bertram Newman, Denis

Interacting Plans. Technical Report No. 88.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78

Contract—400-76-0116

Note—100p.; Some figures may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavior Patterns, Characterization, *Discourse Analysis, *Fiction, *Interaction, *Reading Comprehension, *Reading Research, *Story Reading

Identifiers—*Center for the Study of Reading (Illinois), Plot Structure

A notation system for the representation of interacting plans of action is presented in this paper and applied in the analysis of a portion of "Hansel and Gretel." The notation system explicates interactions among plans: how cooperation takes place, how conflicts arise and are resolved, how beliefs about plans determine actions, and how differing beliefs and intentions make a story. A major goal is to represent the plot structure of stories about characters who interact. Much of the complexity of such stories arises because the story is about a conflict between the goals of two characters. A person in conflict with another may try to conceal a conflict or to deceive the other into acting in a particular way. A character may thus construct a plan that is intended to be believed by the other but that is not actually carried out. Such a "virtual plan" plays a central role in "Hansel and Gretel." Deception and differing beliefs of this kind are a common feature of stories in which characters interact. (Author/AA)

ED 157 039 CS 004 250

Bruce, Bertram And Others

A Cognitive Science Approach to Writing. Technical Report No. 89.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 78
Contract—400-76-0116
Note—57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Communication (Thought Transfer), *Composition (Literary), Composition Skills (Literary), Discourse Analysis, *Language Research, Theories, *Writing Skills, *Written Language
Identifiers—*Center for the Study of Reading (Illinois), *Composing Processes

This paper explores the process of writing from several perspectives, as a first step toward a more comprehensive theory. The first perspective sees writing as a communicative act. The observation that to write is to communicate, though commonplace, has major and sometimes surprising implications for a theory of writing. It forces a focus on the active role of the reader and leads to an emphasis on the audience in choosing tasks for beginning writers. The second perspective sees writing in the context of a taxonomy of communicative acts. Differences between writing and conversing, writing and lecturing, writing a play and writing a story have important theoretical and practical implications. The third perspective focuses on writing as a decomposable process whose product must still fulfill an overall communicative function. To this end, various subprocesses of writing are sequentially analysed, including discovering and manipulating ideas and generating text at different structural levels. (Author/AA)

ED 157 040 CS 004 252
Royer, James M. Cunningham, Donald J.
On the Theory and Measurement of Reading Comprehension. Technical Report No. 91.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 78
Contract—400-76-0116
Note—63p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Literature Reviews, *Performance Factors, Reading Achievement, *Reading Comprehension, *Reading Diagnosis, *Reading Research, *Reading Tests, Research Needs, Test Construction, *Test Reliability, Test Validity
Identifiers—*Center for the Study of Reading (Illinois)

The minimal comprehension principle asserts that the act of comprehension must entail an interaction between an incoming linguistic message and the reader's world knowledge. An analysis of current tests of reading comprehension indicates that test passages are likely to draw broadly from knowledge of the world, so that some of the variability in test performance must be attributable to differences in prior knowledge rather than to differences in reading skills. Most tests of reading comprehension currently in use do not distinguish between these two sources of variability. This does not affect their usefulness as predictive instruments but greatly restricts the use of the tests for diagnosis of reading difficulties or assessment of educational gains. Optimal tests for these purposes would reduce variability due to prior knowledge or reasoning ability. Various suggestions for achieving this control are in need of empirical verification. (AA)

ED 157 041 CS 004 253
Mason, Jana M. Kendall, Janet R.
Facilitating Reading Comprehension through Text Structure Manipulation. Technical Report No. 92.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 78
Contract—400-76-0116
Note—36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Complexity Level, Elementary Education, Elementary School Students, *Reading Comprehension, Reading Rate, *Reading Research, *Sentence Structure, Time Factors (Learning)
Identifiers—*Center for the Study of Reading (Illinois)

Two experiments were conducted using nine- through twelve-year-old readers to determine how they differed from adults in their ability to identify meaningful units in a written passage, how they were affected by sentences of increasing difficulty, and whether they would be aided by either shorter sentences or meaningful segmentation of sentences. The first experiment showed an inability of children to parse sentences meaningfully. Younger children made irregular markings while many of the older children limited themselves to units identified by commas. The second experiment determined that shortening or segmenting sentences increased reading time but decreased error rates. An interaction showed that these text manipulations improved only low ability readers' scores. There was also an indication that error rate but not reading time was affected by text characteristics other than sentence length and word length. (Author)

ED 157 042 CS 004 254
Ortony, Andrew And Others
Interpreting Metaphors and Idioms: Some Effects of Context on Comprehension. Technical Report No. 93.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Academy of Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 78
Contract—400-76-0116
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—College Students, Context Clues, Figurative Language, Higher Education, *Metaphors, *Reaction Time, *Reading Comprehension, *Reading Processes, *Reading Research
Identifiers—*Center for the Study of Reading (Illinois)

Two experiments are described in which reaction times for understanding target sentences or phrases in terms of a preceding context were measured. In experiment one, the target sentences followed either short or long contexts which induced either literal interpretations or metaphorical ones. Results indicated that only in the short context condition did subjects take significantly longer to understand metaphorical than literal targets. This interaction is explained in terms of the availability of appropriate schemata for interpreting the target. In experiment two, targets were phrases that could be given either an idiomatic or a literal interpretation. It was found that the comprehension of phrases receiving an idiomatic interpretation took no longer than the comprehension of those same phrases when given a literal interpretation, and there was some evidence that idiomatic interpretations were consistently faster. It is argued that both experiments can be accounted for in terms of contextually generated expectations. The processes required for the comprehension of figurative and literal uses of language seem to be essentially similar. (Author)

ED 157 043 CS 004 256
Lerner, Brenda And Others
Tooters in Reading.
Pub Date 75
Note—99p.; Project was sponsored by the Junior League and Junior Women's Club of Champaign-Urbana; Title spelling is by author
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Elementary Education, High Interest Low Vocabulary Books, *Individualized Reading, Language Experience Approach, Phonics, Prereading Experience, Reading Comprehension, Reading Games, *Reading Instruction, *Reading Readiness, Sight Vocabulary, *Structural Analysis, *Teaching Techniques, *Tutorial Programs, Tutors, Vocabulary Development, Word Study Skills

Designed to assist reading tutors in the Champaign, Illinois, Unit 4 schools, this illustrated guide offers the following: practical suggestions for relating to children and specific teaching techniques for tutoring reading, an explanation of reading readiness and a series of readiness activities; a chapter on word attack skills that considers phonics, sight words, structural analysis, and the language experience approach; a discussion of reading comprehension; and a section on how to determine instructional objectives and plan lessons. A series of outlined reading activities, an illustrated game packet, four mini-evaluation forms, a glossary of reading terms, and a bibliography of high interest low vocabulary materials are also included. (MAI)

ED 157 044 CS 004 257
Sneed, Letha Cofield
Implementation of a Middle School Basic Competencies Reading Program.
Pub Date May 78
Note—24p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Corrective Reading, Developmental Reading, Elementary Education, Inservice Teacher Education, *Middle Schools, Reading Clinics, *Reading Consultants, Reading Diagnosis, Reading Skills, *Remedial Reading, *Remedial Reading Programs

Courses in remedial and corrective reading in Gary, Indiana, middle schools are examined in this paper. The basic reading skills test, which examines 20 areas of reading skill, is administered initially to all entering seventh grade students. Students who score below 50% on the test or have instructional reading levels below 4.0 are placed in remedial reading classes which focus on developing decoding skills. Upon demonstrating 50% mastery on the checkpoint tests, the student may be transferred to the corrective reading class to pinpoint and correct specific reading deficiencies. The corrective reading classes are designed for students who score 50% to 73% on the checkpoint test or have instructional reading levels of 4.0 to 6.0. Students move from corrective to developmental reading upon passing the checkpoint examination. Each middle school in Gary has from two to four basic skills reading teachers who work with the regular subject teachers in determining students' areas of need. A special inservice training session is held for the reading teachers each year. (JF)

ED 157 045 CS 004 258
Eberwein, Lowell D.
Twelve Practical Questions on Skills Instruction.
Pub Date May 78
Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Informal Reading Inventory, Reading Achievement, *Reading Diagnosis, *Reading Instruction, Reading Material Selection, *Reading Skills, *Skill Development

Teacher confusion about what reading skills to teach and how to teach them can be decreased by the use of a problem solving, questioning model for instructional decision making. The following 12 questions can be used as a procedure for structuring teacher observation of student performance on a daily basis. Is the skill essential to the student's progress in reading? Is the student's performance on specific skills below an acceptable level of mastery? Does the student avoid using the skill in a variety of reading situations? Does the skill include important subskills that are essential to mastery of the general skill? Is there enough challenge in the activity to facilitate learning, yet enough success to keep the student motivated? Does the activity format elicit maximum student performance? Are the directions clear enough for the student to easily determine what to do? Does the reading activity assist the student to apply the skill in a variety of reading situations? Does the learning climate facilitate maximum student performance? Does the student need additional incentives to achieve maximum performance? Is the student's performance at an acceptable level of mastery? And, does the student use the skill in a variety of reading situations and in passage reading? (DF)

ED 157 046 CS 004 259
Levy, Jerome M. And Others
Helping Students Improve Reading Skills in Selected Content Areas.
Pub Date 78
Note—141p.; D.Ed. Practicum Report, Nova University; Some tables may not reproduce well due to small type
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Content Reading, *Interdisciplinary Approach, Mathematics, Reading Comprehension, *Reading Improvement, *Reading Instruction, *Reading Research, *Reading Skills, Sciences, Secondary Education, Social Studies, Technology

There are not nearly enough reading specialists to meet the needs of the large number of students with reading deficiencies. In order to determine the effectiveness of training teachers in content areas to play an active role in helping students improve their reading skills, 15 secondary level teachers representing the fields of mathematics, science, social studies, and technology received instruction on the nature, measurement, and treatment of students with reading skill problems. These teachers then integrated desired teaching strategies and procedures with their ongoing instruction of subject content. The reading skill levels of their students were tested prior to the application of project-related teaching procedures and then were retested after 18 weeks. Test results and evaluations by project teachers indicated that content area teachers can make a significant contribution to helping students improve their reading skills. (Items in the appendix include a teacher training manual, slide-tapes used to instruct teachers, record keeping forms, test data from project classes, evaluative instruments, and comments by project teachers.) (Author/JF)

ED 157 047 CS 004 261

Rogers, John R.

Parent's Responsibilities for Children's Reading.

Pub Date May 78

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educationally Disadvantaged, Parent Child Relationship, *Parent Participation, *Parent Responsibility, Parent Role, *Reading Achievement, *Reading Materials, Reading Programs, *Student Motivation

Regardless of their educational or financial level, parents have a twofold responsibility for their child's development in reading. First, they must inform themselves: this involves both developing a clear understanding of reading as a process of active, selective thinking and obtaining an accurate account of their child's reading level and ability. In addition, they must know enough about what a good reading program includes and what their child's school is trying to do, in order to form an intelligent judgment regarding their child's reading program. Because good readers come from homes where reading is an important activity, parents have a second responsibility: to act in their child's behalf by providing a literate example, a place and a time for reading, appropriate reading materials, and a respectful acceptance of the child's reading ability and needs. (A list of children's magazines is included.) (MAI)

ED 157 048 CS 004 265

Boraks, Nancy

Word Recognition Strategies of Adult Beginning Readers.

Pub Date Mar 78

Note—21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (1st, Williamsburg, Virginia, March 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Basic Education, *Adult Learning, *Adult Literacy, Adult Students, *Beginning Reading, Decoding (Reading), *Reading Research, Teaching Methods, *Word Recognition

Identifiers—*Reading Strategies

As a contribution to research on the reading behavior of adult beginning readers, two experiments were performed with adults reading on the first, second, and third grade levels. The experiments sought to determine whether the pattern of developing strategies in these adults differed from evolving patterns in children learning to read; differences would indicate recommended differences in teaching strategies for these two groups. The subjects, 30 adult basic education students from low socioeconomic backgrounds, read the Woodcock Reading Test word recognition list as well as a paragraph paralleling their achievement on that list, and were then asked to retell the story read. It was found that level one readers were highly conscious of words, level two readers made extensive use of syntax, and level three readers correctly stated but misapplied the rules for word recognition. In the second study the following three strategies for facilitating the integrated use of subskills in word recognition were compared: promoting the use of the students' own procedures, providing students with a set of procedures, and combining the two approaches. The third strategy was found to be the most effective. (DF)

ED 157 049 CS 004 267

Goodacre, Elizabeth J.

Reading Research 1975.

Reading Univ. (England). Centre for the Teaching of Reading.

Pub Date 75

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Dyslexia, Elementary Secondary Education, *Reading Interests, *Reading Materials, *Reading Research, *Reading Tests, Reference Materials, *Remedial Reading, Research Reviews (Publications), Resource Materials, Scholarly Journals, Spelling

The reading research contributions discussed in this survey are arranged under the following headings: reading standards and tests, dyslexia and specific reading retardation, remedial and reading provision, reading development, and materials and reading interests. Each section summarizes research and findings in that area of study during 1975. Additional studies are annotated under the following headings: research reported in articles or books, spelling studies, articles on reading, articles on the Bullock Report, books on teaching reading and developing reading tastes, and booklets and brochures. (MAI)

ED 157 050 CS 004 270

Snyder, Anne

Realistic Fiction for Youth.

Pub Date May 78

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Childrens Books, *Childrens Literature, *Fiction, Problem Solving, Reading Materials, *Realism, Youth Problems

The use of realism is valuable in children's literature when it fulfills these requirements: the subject is familiar to children; the characters are convincing; and the story is interesting, presents a hopeful solution, and deals courageously with the issues that touch the lives of the young readers. Relevant realism responds to the curiosity, intelligence, and sensitivity of today's children, children who are free to make choices and who are faced with alternatives in their personal decisions. Through identification with the struggle of a particular character or the revelation of different living styles, human motives, or elusive emotions, a young reader can develop self awareness, make thoughtful decisions, or face new encounters. (MAI)

ED 157 051 CS 004 271

Powers, Meredith M. Bobys, Aline R.

Beginning Reading Instruction: Making Sense or Nonsense?

Pub Date May 78

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Beginning Reading, Creative Writing, *Independent Reading, *Language Experience Approach, Phoneme Grapheme Correspondence, *Phonics, Primary Education, *Reading Instruction, Silent Reading, *Teaching Methods, Word Recognition

Identifiers—Reading to Others

To make sense of unknown words encountered in their reading, children must relate what they read to their prior knowledge. It is important to use children's language in early reading instruction, through the use of language experience stories that provide children with a natural transition from oral to written language. Nursery rhymes may also be used effectively as a student's first "reader." Letter-sound correspondences should be taught in semantic and syntactic contexts that are already familiar to children; one successful method involves children in dictating sentences about pictures of objects whose names begin with particular sounds. As part of the reading program, teachers should read aloud every day and should provide time for independent reading, perhaps through the use of Uninterrupted Sustained Silent Reading periods. Another aspect of the reading program is the development of independent reading strategies; children need to be exposed to a variety of strategies that will enable them to figure out unfamiliar words. Finally, writing is another essential component of a sensible reading program. Children can progress from dictating language experience stories, to dictating their own versions of well known stories, to writing original stories. (GW)

ED 157 052 CS 004 272

Mikulecky, Larry

Aliteracy and a Changing View of Reading Goals.

Pub Date May 78

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Literacy, *Functional Illiteracy, Illiterate Adults, Job Skills, *Needs Assessment, Reading Ability, Reading Difficulty, *Reading Habits, Reading Interests, Reading Skills

Identifiers—*Aliteracy

In addition to the familiar problem of functional illiteracy (the inability of adults to read at a basic level) another distrubing problem is becoming apparent--aliteracy. Increasing numbers of capable readers are choosing not to read. This problem is indicated by a 1969 survey that found that 58% of United States adults have never finished a book, and a 1973 study that indicated that only 26% of adults read magazines. Even in school and at work, very little reading is done. Minimum standards programs dea. with symptoms but not with such causes as the ever-rising standard of literacy to be met by readers or the problem of poor parental modeling in reading in the home. A balanced program for the solution to aliteracy must include these three emphases: (1) functional literacy must be viewed as a changing level of ability relative to changing job expectations. (2) The ability to continue learning must be recognized as a basic skill in view of the high likelihood of job change and consequent retraining needs. (3) Since aliterate individuals are likely to fall short of the demands of continued learning and to be poor reading models to their children, schools must emphasize the development of positive reading habits and attitudes among future parents. (DF)

ED 157 053 CS 004 286

Havelock, Eric A.

Origins of Western Literacy. Four Lectures delivered at the Ontario Institute for Studies in Education, Toronto, March 25-28, 1974. Monograph Series No. 14.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 76

Note—88p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.95 paper)

Document Not Available from EDRS.

Descriptors—*Alphabets, Classical Languages, Cultural Factors, Cultural Interrelationships, *Greek Civilization, *Literacy, *Symbolic Language, *Western Civilization, *Written Language

Identifiers—*Greek Alphabet

The four essays in this book are concerned with the cultural consequences of literacy in that they demonstrate that some forms of competence, highly valued in society, developed in large part as an unintended consequence of the Greek alphabetic writing system. The first essay, entitled "Spoken Sound and Inscribed Sign," discusses the preliteracy of the Greeks, symbols of numbers versus symbols of language, speaking versus reading, diverse meanings of the word "write," and the priority of reading over writing. "The Pre-Greek Syllabaries" defines the act of recognition and discusses the alphabet versus syllabary, literacy and literature, and the control of technology over content. The third essay is concerned with "The Greek Alphabet" and the results of its invention. The final essay, "Aftermath of the Alphabet," discusses the law of residual ambiguity, the Roman version, literate culture in the classical age, readership before the printing press, politics and the alphabet, arithmetical "literacy" and musical "literacy," and the alphabetic cultures of the modern world. (MAI)

ED 157 054 CS 004 287
Berger, Allen
Contributions of Ethics and Philosophy to Reading Instruction and Research.
Pub Date Aug 78
Note—12p.; Paper presented at the Annual Meeting of the World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Credibility, *Educational Responsibility, *Ethics, *Integrity, Moral Values, *Philosophy, *Reading Instruction, *Reading Research, Teacher Responsibility
Identifiers—Kant (Immanuel), Nietzsche (Friedrich), Thoreau (Henry David)
Ethics in education is a neglected area, yet everything that is good in education springs from ethics while everything that is bad reflects the lack of them. When confronted with ethical questions concerning their administrators, colleagues, or students, educators often adopt the stance that "it is never too wise to be too honest." Honesty, however, is the beginning of ethics. Educators who see a conflict between ethical behavior and practical considerations might be guided by the philosophers Thoreau, Kant, and Nietzsche, among others, whose writings contain a clear call for honesty and courage. Thoughtful action is needed in all times; and whether or not educators engage in such action they cannot escape the state of their ethics being mirrored in their daily words. On a scale ranking the amount of freedom for integrity found in various occupations, Stuart Chase places that of professors at the midway point. Yet tenure provides educators with the academic freedom to ask ethical questions about such practices as neglecting students and teaching in order to do empty research; overtesting students; avoiding the real causes of illiteracy; ignoring the real needs of students, teachers, and administrators; questioning false methods and misleading claims; and handling censorship. If educators, even with tenure, find it too difficult to ask disturbing ethical questions and confront the answers, perhaps every school throughout the world should establish a loyal opposition, a person or group whose responsibility it is to ask trenchant ethical questions. (FL)

ED 157 055 CS 204 167
Piper, Henry Dan
Frederick Douglass and Colloquial American Prose Style: A Study in Language Proficiency and Cultural Dominance.
Pub Date 77
Note—10p.; Paper presented at the First International Conference on Frontiers in Language Proficiency and Dominance Testing (Carbondale, Illinois, August 21-23, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—American Literature, Black History, *Black Literature, *Composition (Literary), Elementary Secondary Education, English Instruction, Higher Education, Language Styles, Literary Criticism, *Literary History, *Literary Styles, *Sentence Structure, Victorian Literature
Identifiers—Adventures of Huckleberry Finn, *Douglass (Frederick)
From colonial days onward, colloquial speech was looked down on as inappropriate for serious writing, but with the publication of "The Adventures of Huckleberry Finn," American colloquial style was raised to the level of high art. English teachers should encourage students to build on their own colloquial speech in their writing, rather than to abandon it in favor of a difficult literary language; the prose style of Frederick Douglass provides evidence to support this conclusion. Parallel passages from the 1845 and 1892 versions of Douglass's account of his life as a slave may be compared to show how Douglass rejected his early direct colloquial style in favor of an inflated literary style. Measures of the number of words per sentence and the number of polysyllabic words per sentence show that Douglass's later writing was similar to the inflated prose of such authors as William Lloyd Garrison, Wendell Phillips, and James Russell Lowell, and that his earlier writing was similar to the readable, colloquial prose of such self-taught authors as Ben Franklin, Abraham Lincoln, and Mark Twain. English teachers should incorporate the experience and practice of these latter authors into the teaching of English composition. (GW)

ED 157 056 CS 204 196
Hill, Mary Cochran, Wendell
Into Print: A Practical Guide to Writing, Illustrating, and Publishing.
Pub Date 77
Note—169p.
Available from—William Kaufmann, Inc., One First Street, Los Altos, California 94022 ($6.95 paper, $12.00 cloth)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Books, Editing, Guides, Illustrations, Indexing, *Nonfiction, Photography, Printing, Publicize, *Publishing Industry, Visual Aids, *Writing
Identifiers—Advertising
Designed for writers of nonfiction, this publication provides practical suggestions for writing books and getting them published. The 25 chapters discuss the following topics: planning for book publication, keeping track of money and facts, getting started writing, rewriting, writing reviews of other books, typing and labeling the manuscript, evaluating kinds of illustrations, selecting a camera and film to take photographs for publication, illuminating photographic subjects, finding and handling photographs, preparing drawings and diagrams, making graphs and charts, constructing maps, making tables, adding front and back matter to a manuscript, finding a publisher, publishing a book on one's own, working with editor and publisher, copyediting and proofreading, preparing an index, writing advertising copy and press releases, presenting speeches and giving interviews in connection with a book, selecting a projector to use in presentations about a book, making and showing slides, and beginning the next edition of a book. (GW)

ED 157 057 CS 204 199
Butler, Roberta J.
Comparison of the University of Georgia Secondary English Education Evaluation Procedures with the Georgia Teaching Field Criterion-Referenced Test in Communicative Arts.
Pub Date 78
Note—48p.; Research prepared at the University of Georgia
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*English Education, *Evaluation Methods, Higher Education, Language Arts, *Predictive Ability (Testing), Preservice Education, *Secondary School Teachers, Student Teaching, Teacher Attitudes, Teacher Certification, *Teacher Education, *Testing Programs, Test Validity
A study was undertaken to examine the traditional method of evaluating teachers, the multiple-evidence approach used by the University of Georgia's field-based preservice secondary English education program and by the Georgia Department of Education. The study sought to evaluate the instruments used by the university to measure prospective teachers' knowledge, attitudes, and performance, and to use these instruments in a comparative, evaluative study of the Georgia Teaching Field Criterion-Referenced Test in Communicative Arts. Subjects included 40 teacher candidates who had completed the university program, and 40 candidates who in addition had taken the state test as part of the test's tryout. The two groups scored alike on the university's test, establishing the groups' similarity and supporting the test's reliability. No significant relationship was found between the department's test and any other measure of performance, including professional or student ratings. The results indicate that none of the predictor measures is useful for positive prediction of classroom performance, and that these measures have little utility for prediction other than of performance on other measuring instruments. (DF)

ED 157 058 CS 204 202
Mellon, John C.
A Taxonomy of Compositional Competencies.
Pub Date Jun 77
Note—27p.; Paper presented at the Minnesota Perspectives on Literacy Conference (Minneapolis, Minnesota, June 16-17, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Composition (Literary), *Composition Skills (Literary), *Discourse Analysis, *Educational Research, Elementary Secondary Education, English Instruction, Higher Education, Learning Activities, *Linguistic Competence, Literature Reviews, *Program Development
Following a discussion of problems involved in using composition research, this paper describes six categories of research from which a taxonomy of compositional competencies may be abstracted: studies of rhetoric and discourse structure, developmental research, research on the composing process, research on various practice activities other than actual writing, studies of the evaluation of writing, and textbooks that provide a unique slant on the writing process. For each research category, the work of prominent researchers is cited. The paper then explains and presents a taxonomy of compositional competencies, organized in five general categories: lexical and sentential competencies, discourse competencies, psychological competencies, competence in conforming to "the rules of the writing game," habit structures and self-governance, and accidental problems requiring special instruction or therapy. The final section of the paper describes types of activities and materials that should be considered in planning instructional programs in composition, including wide reading and vocabulary learning, assignment sequences, prewriting worksheets, booklets of model writing, writing checklists, and sentence combining practice. (GW)

ED 157 059 CS 204 204
Odell, Lee Sage, Selwyn
Written Products and the Writing Process.
Pub Date Mar 78
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Cognitive Processes, *Composition (Literary), *Composition Skills (Literary), Psychological Studies, *Research, *Writing, Writing Exercises
Study in writing processes, as presented in this paper, is based on the assumption that in order to write effectively, writers must be able not only to present ideas and feelings, but also to engage in the cognitive processes that will help them discover what they wish to say about a given idea, attitude, or set of data. These basic cognitive processes are as follows: focus, contrast, classification, reference to sequence, reference to physical context, and reference to change. Two studies, undertaken by Sage and by Cooper, Odell, and Courts, are explored in this paper-Sage's in detail. Although the research is not complete in either of these studies, it thus far tends to the conclusion that both teachers and researchers need to be concerned with identifying and helping students make effective use of these cognitive processes. (JF)

ED 157 060 CS 204 207
Bruno, Sam J., Ed.
Proceedings of the Southwest American Business Communication Association Spring Conference, New Orleans, Louisiana, March 23-26, 1977.
Southwest American Business Communication Association.
Pub Date 77
Note—193p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Business Communication, *Business Education, Business English, *College Curriculum, Communication (Thought Transfer), Conference Reports, *Curriculum Development, Higher Education, Organizational Communication, Research, *Teaching Techniques, *Technical Writing, Writing Skills
The conference papers presented in this booklet are arranged under the following five headings: the business communication curriculum; psychology, semantics, and communication; research activities in business communication; techniques for teaching business communication; and how and what to write--creativity in business writing. Topics considered include programs for a major in business communication, acceptable alternatives to sexist communication, communication of trust, and a multimedia approach to written communication. The format for each of the papers is uniform, consisting of an abstract, an introduction, logical division of the content, and reproduction of all relevant data. (MAI)

ED 157 061 CS 204 210
Kunitz, Stanley
From Feathers to Iron.
Library of Congress, Washington, D.C.
Pub Date 76

Note—19p.; Lecture delivered at the Library of Congress, May 12, 1975
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-016-00023-8, $0.35)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Composition (Literary), Creative Ability, *Creative Expression, *Creativity, Curiosity, *Figurative Language, Originality, *Poetry, *Poets
Identifiers—*Keats (John)
Through his prose and poetry, John Keats revealed much about his personal outlook and values that might be applied to a description of poets in general. Keats was fascinated by the workings of the human mind with its power to transform, connect, and communicate. He was full of curiosity, eager to relate the fragments of knowledge he acquired to his experience and imagination. At the center of his imagination was a core of key images associated with pivotal experiences from his childhood, and he relied on these images in all of his writing. He was keenly aware of the contradictions in life that exist simultaneously. Viewing himself as the embodiment of resistance, he was not content with things as they were. Rather, he resisted universal apathy, mediocrity, conformity, and institutional pressures, and sought the spiritual-a life beyond this life. As a poet, he chose to effect change within himself and thereby point the way for others; he was not interested in revolutionary, external change. (MAI)

ED 157 062 CS 204 211
de Beaugrande, Robert
Interdisciplinary Research toward a Theory of Writing.
Pub Date 77
Note—16p.; Paper presented at the 1977 Modern Language Association Conference
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Artificial Intelligence, *Cognitive Processes, *Composition (Literary), Composition Skills (Literary), Information Science, Interdisciplinary Approach, Language Research, Linguistics, Logic, *Models, Psychology, *Research, *Theories, Transformation Generative Grammar, *Writing
Identifiers—*Composing Processes
Recent developments in such fields as linguistics, logic, information theory, computer science, speech act theory, and psychology can lead to a greater interdisciplinary understanding of the process of writing (defined as purposeful activity involving language use in special modes). Purposes for writing, which may be correlated with the many decisions and selections made in the writing act, are different from those of speech and also differ between various writing modes. An adequate writing model will include explicit strategies for making good decisions. Linguistic research has shown that grammar is related to systems of meaning and language use by the establishment of priorities; sentences typically include both previously known and new material, and information priorities within sentences can be analyzed. To plan whole texts, a writer must be trained in forming hierarchies of topics. The writer can make the message as strong as possible by considering reader backgrounds and expectations and by tailoring his or her approach to logical arrangement accordingly. Explicit knowledge of the decision making processes in writing and of the prospective consequences of those decisions is of key importance in writing well; such knowledge is a great part of good style and correct usage. (A recommended reading list is included.) (DF)

ED 157 063 CS 204 212
Watson, Ken, Ed.
A.A.T.E. Guide to English Books 1975.
Australian Association for the Teaching of English.
Pub Date 75
Note—65p.
Available from—Australian Association for the Teaching of English, Inc., 163A Greenhill Road, Parkside, South Australia 5063 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Book Reviews, Composition (Literary), Drama, *Educational Resources, Elementary Secondary Education, *English Instruction, Foreign Countries, High Interest Low Vocabulary Books, Language, *Language Arts, Literary Criticism, Mass Media, Poetry, Prose, *Reading Materials, Slow Learners
Identifiers—Australia
One in a series of annual publications, this booklet contains reviews of books relating to the teaching of English and the language arts. The books are divided into 11 categories: teaching principles and practice; composition, writing, rhetoric; source books and kits; books for the slower learner; prose; poetry; drama; language; literary criticism; mass media; and miscellaneous. Also included are an index of books reviewed (listed by title) and a list of the reviewers. (GW)

ED 157 064 CS 204 213
Watson, Ken, Ed.
A.A.T.E. Guide to English Books 1976.
Australian Association for the Teaching of English.
Pub Date Aug 76
Note—67p.; "English in Australia," Number 36, August 1976
Available from—Australian Association for the Teaching of English Inc., 163A Greenhill Road, Parkside, South Australia 5063 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Beginning Reading, *Book Reviews, Composition (Literary), Drama, *Educational Resources, Elementary Secondary Education, *English Instruction, Foreign Countries, High Interest Low Vocabulary Books, Language, *Language Arts, Literary Criticism, Mass Media, Poetry, Prose, *Reading Materials, Slow Learners
Identifiers—Australia
One in a series of annual publications, this booklet contains reviews of books relating to the teaching of English and the language arts. The books are divided into 11 categories: teaching principles and practice; source books and course books; composition, writing, rhetoric; beginning reading; language and oral work; prose; poetry; drama; mass media; literary criticism; and books for the slower learner. Also included are a list of reviewers and an index of books reviewed, listed by title. (GW)

ED 157 065 CS 204 214
Arnold, Roslyn, Ed.
A.A.T.E. Guide to English Books 1977.
Australian Association for the Teaching of English.
Pub Date Aug 77
Note—69p.; "English in Australia," Number 41, August 1977
Available from—Australian Association for the Teaching of English, Inc., 163A Greenhill Road, Parkside, South Australia 5063 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Book Reviews, Composition (Literary), Drama, *Educational Resources, Elementary Secondary Education, *English Instruction, Foreign Countries, High Interest Low Vocabulary Books, Language, *Language Arts, Literary Criticism, Mass Media, Poetry, *Reading Materials, Slow Learners
Identifiers—Australia
One in a series of annual publications, this booklet contains reviews of books relating to the teaching of English and the language arts. The books are divided into ten categories: teaching principles and practice, source books and course books, writing and rhetoric, reading and books for the slower reader, language and oral work, prose, poetry, drama, mass media, and literary criticism. Also included are a list of reviewers and an index of books reviewed, listed by title. (GW)

ED 157 066 CS 204 216
Mallinger, Anita E.
Women and Writing: A New Course for the Creative Writing Curriculum.
Pub Date 77
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Authors, Composition (Literary), Course Content, *Creative Writing, *Females, Higher Education, *Literary History, Self Concept, Sex Differences, *Sex Discrimination, *Sex Role, Sex Stereotypes, Social Values, Student Attitudes, Writing
The promotion of sexual stereotypes that portray girls as passive, dependent, and nurturing appears to have resulted in the socialization of females into roles that run counter to the function of creative imagination; women have been socialized not to write. A college course for students majoring in creative writing is helping women students to explore the ways their socialization as women has affected their writing. In the first stage, students explore the past. Women of the past--as has been illuminated by Virginia Woolf--were in fact prevented from writing. Even when they did write, anthologists and writers of literary history (who in the past have always been men) have not given their works the attention they merit and have regarded only a limited range of subjects as appropriate for women's writing. Women students should learn to understand the differences in women's and men's writing that arise from differences in the way they have been socialized, and they should try to find their own voices. They can learn to create new literary themes (such as woman as hero) to defy socialized limitations in their writing, and to explore dimensions of themselves as women writing. (GW)

ED 157 067 CS 204 218
Salter, Christopher L. Lloyd, William J.
Landscape in Literature.
Association of American Geographers, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 77
Note—39p.; Resource Papers for College Geography No. 76-3
Available from—The Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Architecture, *Geography Instruction, Higher Education, Human Geography, *Interdisciplinary Approach, *Literary Analysis, *Literary Mood, Literature Appreciation, Teaching Techniques, *Thematic Approach, Units of Study
Identifiers—*Setting (Literary)
One of a series of Resource Papers for College Geography, this thematic study guide focuses on literary setting and the personal space of fictional characters as an approach to comparative literary study, and concurrently uses fictional treatments of landscape and place as a means to encourage greater sensitivity to geographical and architectural space. The suggested methodology relates to the concept of landscape signatures, the specific imprints people or peoples have made upon the earth in their use of geographical space. The authors recommend having students reread known works with attention to the way the author creates and employs settings, choose a landscape and search for distinctive and contrasting views of that landscape, and consider how landscapes are utilized in the work of a single author. The guide discusses literature and geography in general terms; approaches to reading for setting; landscapes of settlement, agriculture, livelihood, sacred spaces, and transportation; the shaping of personal space in home and garden; and entertainment landscapes. Bibliographies of fictional and reference works are included. (DS)

ED 157 068 CS 204 220
Crowhurst, Marion
The Effect of Audience and Mode of Discourse on the Syntactic Complexity of Written Composition at Two Grade Levels.
Pub Date May 78
Note—26p.; Paper presented at the Annual Meeting of the Canadian Educational Researchers Association (London, Ontario, May 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Audiences, *Composition (Literary), Composition Skills (Literary), *Descriptive Writing, *Discourse Analysis, Elementary Secondary Education, Grade 6, Grade 10, *Narration, *Persuasive Discourse, Sentence Structure, *Syntax
In order to determine the effects of writing for different audiences and in different modes of discourse on the syntactic complexity of compositions written by sixth and tenth grade students, 240 students were asked to write in three different modes (argumentive, descriptive, and narrative) to be read by a teacher and a best friend. There was a significant audience effect on clause length for the 120 tenth grade students whose compositions written for the teacher were more syntactically complex than those written for the best friend. At both the sixth and tenth grade levels, the argumentive mode was more syntacti-

cally complex than either the descriptive or narrative modes. The results indicate that narrative writing, which showed no increase in syntactic complexity over a four year age span, is not useful for examining the development of syntactic complexity. (JF)

ED 157 069 CS 204 223
Adejumo, Dayo
Performance on Factual and Inferential Post-Test Items in Prose Comprehension.
Pub Date [77]
Note—15p.; Study prepared at the University of Ife (Nigeria)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Cognitive Processes, College Students, *Factual Reading, Higher Education, *Learning Processes, Psychological Studies, *Reading Comprehension, Reading Instruction, *Reading Research, Reading Skills, *Study Skills
Identifiers—*Inference, *Prose Learning
To examine the use of factual and inferential questions as adjunct material in prose learning, a study was undertaken in which undergraduate introductory psychology students used different study strategies on a prose comprehension test consisting of an equal number of factual and inferential multiple-choice items. One-hundred twenty students were divided into four groups: the first group wrote its own questions for use as adjunct study aids; the second group used the questions written by the first group; the third group used questions supplied by the experimenter; and the fourth (control) group worked without a specific study strategy. Fifty minutes were devoted to study and the required activity, and 30 minutes were devoted to the test. Results indicated no significant difference between each of the groups' performances on the factual versus inferential test items, but there were significant differences between the performance of the four different groups in inferential items; the second and fourth groups performed better on the inferential test than did the first group. Since no significant difference appeared in the type of items, it was concluded that both factual and inferential multiple-choice questions can be used with equal weighting in prose comprehension tests. (DF)

ED 157 070 CS 204 224
Miller, Gaylier E.
A Study To Assess Students' Writing Remediation Needs and a Plan to Provide Personnel and Instructional Materials to Meet Those Needs.
Pub Date Feb 78
Note—40p.; D.Ed. Practicum, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Composition Skills (Literary), Curriculum Development, *Educational Needs, Educational Research, *English Instruction, Individualized Curriculum, *Individualized Instruction, Junior Colleges, *Remedial Instruction, Remedial Programs, *Writing Skills
In order to establish the need for a remedial writing program at Pensacola Junior College and to demonstrate the need for faculty released time for materials development, a diagnostic English skills test was administered to 215 freshmen. Test results showed 93% needed remediation. Questionnaire responses of English faculty members showed all 15 respondents in agreement that a remedial English program was needed. Most respondents found their present textbooks inadequate for remediation. Over half of the respondents agreed that those involved in the prospective writing lab should develop individualized materials and over half indicated interest in helping prepare such materials without released time; however, only one indicated time available for such an endeavor. On the basis of the findings, recommendations were that faculty members involved in Pensacola Junior College Writing Laboratory be granted released time for materials development; that effectiveness of the writing lab be evaluated regularly; that consideration be given to extending daily lab hours, to hiring additional personnel, and to opening a lab extension; and that other schools beginning remedial English programs consider the importance of prior planning regarding materials, staffing, and facilities. (Author/JF)

ED 157 071 CS 204 225
Andrew, Josef And Others
Twenty-two Young Indiana Writers; Winners of the National Council of Teachers of English 1977 Achievement Awards.
Ball State Univ., Muncie , Ind. Dept. of English.
Pub Date May 78
Note—45p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Awards, *Composition (Literary), Diaries, Essays, *High School Students, Poetry, Short Stories, *Writing
Identifiers—*Indiana, National Council of Teachers of English, *Student Writing
The 24 pieces in this collection were written by the 22 Indiana high school students who were among the winners in the National Council of Teachers of English (NCTE) 1977 Achievement Awards competition. The selections include impromptu themes written on a topic assigned by NCTE, as well as samples of the studetns' essays, short stories, poems, and journal entries. (GW)

ED 157 072 CS 204 227
Laidlaw, Carole
Curriculum Guide for Teaching Gifted Children Literature in Grades One through Three. Updated Edition.
California State Dept. of Education, Sacramento.
Pub Date 78
Note—35p.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Book Reviews, *Childrens Books, Childrens Literature, Creative Writing, Critical Reading, *Curriculum Guides, Discussion (Teaching Technique), Fiction, *Gifted, Language Arts, *Learning Activities, Literary Analysis, *Literature Appreciation, Primary Education, *Teaching Techniques
Lessons directed toward the development of literary and interpretive skills in gifted children in grades one through three are described in this guide. The guide contains an introductory session and ten lessons designed to help children learn about three elements of plot (story line, buildup, and theme), the roles played by story characters, story mood and tone, elements of suspense and surprise, figurative and descriptive language, point of view, first-person and third-person stories, and mystery stories. The lessons include suggestions for discussion questions, activities, and recommended reading. The guide also suggests methods for helping students write original stories as a culminating project to the study of literature, learn to write simple book reviews, and evaluate the books they read. (GW)

ED 157 073 CS 204 228
Laidlaw, Carole
Teaching Gifted Children Literature in Grades Four through Six. Updated Edition.
California State Dept. of Education, Sacramento.
Pub Date 78
Note—32p.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Academically Gifted, Cognitive Ability, Curriculum Development, *Curriculum Guides, *English Curriculum, Gifted, Intermediate Grades, Literature Appreciation, *Literature Programs, *Talented Students, *Units of Study
Six basic considerations in teaching literature to gifted children in grades four through six are presented in the first half of this curriculum guide: (1) The teacher needs a broad knowledge of literature, as well as a sensitivity to students, in order to recommend literature for each child. (2) The teacher's method of presentation is important. (3) The reading preferences of the child should be honored. (4) The interrelationship of content and skills must be recognized. (5) The gifted child should be encouraged to develop higher intellectual skills such as evaluation, critical and creative thinking, recognition of implication, development of hypotheses, and comparison and contrast. (6) Varied types of literature should be suggested by the teacher. The second half of the curriculum guide offers four sample units with suggested activities and readings given for each unit. The units are entitled: "Conformity and Rebellious Behavior," "Science Fiction and Fantasy Literature," "A Study of the Works of One Author," and "Use of Historical Fiction." The two appendixes offer a sample comprehensive literature unit and a suggested literature/language arts curriculum for academically gifted students. (JF)

ED 157 074 CS 204 229
Redick, Myra J.
Teaching Gifted Students Literature in Grades Seven through Nine. Updated Edition.
California State Dept. of Education, Sacramento.
Pub Date 78
Note—32p.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Academically Gifted, Adolescents, Curriculum Guides, Decision Making, Educational Needs, *English Instruction, Epics, Fantasy, Folk Culture, *Literature Appreciation, Mythology, *Student Needs, Student Problems, *Teaching Techniques, *Units of Study
Identifiers—Beowulf
The introduction to this curriculum guide notes problems in working with students in early adolescence and discusses the "generation gap," the value of literature for students, and the importance of planning a literature program to meet students' needs. The guide then suggests ways of helping students study heroes and heroines in folk literature, discusses epic conventions that may be treated in class, suggests a sample unit on heroes and heroines, and explains ways of helping students study the epic poem "Beowulf." Additional discussions show how the special needs of gifted students may be met by providing units on decision making, the Prometheus theme in literature, and fantasy literature. The conclusion of the guide points to adjustments and academic problems frequently faced by gifted students and stresses the importance of creating educational programs designed to meet their special needs. (GW)

ED 157 075 CS 204 230
Reed, Jane D.
Teaching Gifted Students Literature and Language in Grades Nine through Twelve. Updated Edition.
California State Dept. of Education, Sacramento.
Pub Date 78
Note—60p.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Academically Gifted, *Cognitive Ability, Cognitive Development, *Curriculum Development, Curriculum Evaluation, Educational Principles, English Curriculum, *English Instruction, *Language, Language Arts, *Literature Appreciation, Secondary Education, Student Characteristics
The chapters of this publication discuss the following topics related to English programs for gifted high school students: philosophical principles underlying such programs, the study of literature, specific examples of subject matter content in literature, the relationships among various phases of language study, specific examples of subject matter content in language, descriptions of kinds of gifted English students, operational procedures in conducting literature and language programs for the gifted, and the evaluation of English programs for the gifted student. The summary outlines the publication's underlying assumptions about education of gifted students. (GW)

ED 157 076 CS 204 231
Strevens, Peter
New Orientations in the Teaching of English.
Pub Date 77
Note—178p.
Available from—Oxford University Press, 200 Madison Avenue, New York, New York ($9.25 paper)
Document Not Available from EDRS.
Descriptors—American English, Applied Linguistics, English (Second Language), *English Education, *English Instruction, *Language Instruction, *Language Laboratories, Linguistics, Linguistic Theory, *Models, Reading Instruction, Research Needs, *Teacher Education
The five parts of this book reflect a number of important issues and concerns that have emerged in the past decade. Part one ("Principle and Theory in Language Teaching") reflects the

profession's concern with acquiring a stronger theoretical base for its practical operations. This section covers second language learning, theoretical models of the language learning/teaching process, applied linguistics definition, and the acquisition, learning, and teaching of language. Part two ("Methodology and Teacher Training") deals with methodology in Britain and the United States in English language teaching, basic principles of teacher training, and teaching the spoken language. Part three ("Special Problems in ELT") offers a major analysis of English for special purposes and a study of the learning and teaching of reading. Part four ("The Language We Teach") looks at the many varieties of English and offers detailed frameworks for describing them. A brief contrastive description of British and American English is also given. Part five ("Some Technical Questions") deals with language laboratories and the need for cost-effectiveness studies in the teaching of foreign languages. (JF)

ED 157 077 CS 204 232
Swan, M. Beverly
Sentence-Combining and College Composition.
Pub Date 78
Note—27p.; Research prepared at the University of Rhode Island
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Complexity Level, Composition (Literary), *Composition Skills (Literary), Educational Research, Higher Education, Kernel Sentences, *Sentence Combining, *Sentence Structure, Structural Analysis, *Syntax, *Writing Exercises, Writing Skills

In order to study the complexity of sentence combining in college students, 32 students from five basic composition courses were asked to perform three writing tasks at three distinct times during the eight-week instructional period. Each student was asked to rewrite a passage of kernel sentences, to write a composition in the argumentative mode, and to rewrite the composition done in the argumentative mode. These three tasks were performed at the beginning of the course, eight weeks into the course, and at the end of the course, so that the researcher had nine samples of each student's writing. The syntactic development of the students' writing was measured using words per T-unit and words per clause. No significant changes were reflected at the T-unit level. A significant difference was found between the testings at the words per clause level. The change between the draft and the editing was not significant when the T-unit and clause lengths were used as criteria for change. It can be concluded that changes in syntactic complexity take place gradually, since the difference at the eight-week tests was not significant. (JF)

ED 157 078 CS 204 233
Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through April 1978 (Vol. 38 Nos. 7 through 10).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 78
Note—15p.; Some pages of the document will be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—American Indians, Annotated Bibliographies, Awards, Biblical Literature, Black Students, Characterization, *Childrens Literature, Comics (Publications), *Doctoral Theses, Dramatics, Educational Research, Elementary Secondary Education, *English Instruction, Fantasy, Higher Education, Humor, Illustrations, *Literature Appreciation, Moral Values, Older Adults, Poetry, Student Attitudes, *Student Reaction, Teaching Techniques

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: the teaching of children's literature; the study of American Indian literature and Biblical literature at the college level; the relationship between response to emotion-oriented poetry and emotions, interests, and personal needs; the use of role-playing, improvisation, and performance in the teaching of literature; children's preferences with regard to elements of humor, illustrations, and types of first-person protagonists in literature; the effect of reading on attitudes toward the elderly; the perception of literature by silent readers and oral interpreters; features of comic book formulas; award-winning translated children's books; effects of a fantasy literature program on kindergarten children's creativity; effects of selected black literature on the self-concept and reading achievement of black male students; fairy tales; hero archetypes; children's moral responses to literature; and such themes of realistic fiction as alcohol consumption and achievement and affiliation motives of male and female characters. (GW)

ED 157 079 CS 204 234
Freedman, Sarah
The Evaluators of Student Writing.
Pub Date 78
Note—35p.; Research prepared at San Francisco State College
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Composition (Literary), Composition Skills (Literary), *Educational Research, *English Instruction, Essays, *Evaluation Criteria, *Evaluation Methods, Higher Education, *Research Methodology

In a study of factors that influence evaluators' ratings of student papers, 32 student essays were rewritten to make them stronger or weaker in content, organization, sentence structure, or mechanics; the essays were then submitted to evaluators in both their original and rewritten forms to determine the way in which the changes influenced the ratings. This paper discusses the procedures used in selecting the essays to be rewritten, rewriting them, and having them evaluated; it then reports the results of the study, examines the relationship between the holistic ratings and the raters' perceptions of the papers' strengths or weaknesses in each of the rewritten categories, and discusses the results and their pedagogical significance. Among the major findings were that the most important influences on raters' scores were the content and then the organization of the essays and that sentence structure and mechanics proved to be far less significant influences on holistic judgments. Seven tables are included. (GW)

ED 157 080 CS 204 235
Maddox, Lynda Zanot, Eric J.
Perceptions of the Advertising Man as Held by Future Practitioners and Their Neighbors.
Pub Date 76
Note—51p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Business Education, College Students, *Credibility, Higher Education, Marketing, Mass Media, Merchandise Information, *Merchandising, *Public Opinion, Public Relations, School Surveys
Identifiers—*Advertising, *Advertising Personnel

Advertising and the advertising person have long been the subjects of criticism that has been prompted and reinforced by consumerism and mass media. A survey, conducted to determine present attitudes toward the advertising person, involved 70 advertising majors and an equal number of other college undergraduates; all completed questionnaires assigning certain personality traits to advertising persons. Results indicated that the traits most associated with advertising persons are "original" and "creative," and that most of the subjects considered such persons to be bright, energetic, extroverted, trendsetters, and interested in ideas. However, a negative note was indicated by the fact that a large percentage of both groups considered advertising persons to be glib, superficial, aggressive, neurotic, opportunistic, and heavy drinkers. Negative opinions among advertising majors tended to increase with training, reflecting educators' concern that the single most important problem in teaching advertising in the university is the perceived disreputability of the profession. (DF)

ED 157 081 CS 204 236
Stevens, John D.
"Color" In the Comic Strips: Racial Stereotyping Trends in Black and in White Newspapers.
Pub Date 76
Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Black History, *Blacks, *Black Stereotypes, Caucasians, *Characterization, *Comics (Publications), Humor, Racial Discrimination, *Racial Factors, Social Change, *Sociocultural Patterns, Stereotypes, Trend Analysis, United States History

Any comic strip artist deals in stereotypes. The history of two black comic strips begun in the 1920s, "Bungleton Green" and "Sunny Boy Sam," both of which featured anti-heroes in the "fall guy" tradition, may be traced to show the way in which they portrayed black stereotypes. Black strips engaged in a degree of stereotyping of white characters as well. Comic strips written by whites in the 1930s and 1940s showed blacks as menial background figures or as simpletons; with the rise in black consciousness, these characters disappeared. Black characters returned to white strips during the 1960s, when black children characters began to be introduced. Two black adventure strips of the 1940s, "Jive Gray" and "Speed Jaxon," featured central characters who were military heroes. A significant breakthrough for syndicated comic strips came in 1970 with the introduction of Lt. Flap-a genuinely "black" character whose humor flowed almost directly from his racial identification-in the "Beetle Bailey" comic strip. Even "Tarzan" has become less patronizing toward black African characters. Few black newspapers any longer run their own comic strips. (GW)

ED 157 082 CS 204 237
Davis, James E., Ed.
Fiction for Adolescents: Theory and Practice.
Southeastern Ohio Council of Teachers of English.
Pub Date 77
Note—85p.
Journal Cit—Focus: Teaching English Language Arts; v3 n2 Entire Issue Win 1977
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Adolescent Literature, Authors, *Book Reviews, *Characterization, Composition (Literary), Creative Writing, *English Instruction, Grade 8, Junior High Schools, Literary Analysis, *Literature Appreciation, *Novels, Reading Materials, Retarded Readers, Senior High Schools, Teaching Techniques

The 12 articles in this publication discuss the following topics: an author's considerations in writing a novel for adolescents; the teacher as fictional character in adolescent literature; such themes of adolescent novels as institutional values, the illegitimate heroine, and the war experience; the importance of a cumulative study of literature in the secondary school; an approach to teaching fiction in the junior and senior high school; and novels by Zane Grey, Norma Klein, M.E. Kerr, Judy Blume, and Paul Zindel. Regular columns of the publication present methods for teaching the junior novel to eighth grade students who read below grade level, ideas for teaching descriptive writing, and samples of students' creative writing. (GW)

ED 157 083 CS 204 238
Glowacki, Joseph W.
Photography Foundations: The Student Photojournalist.
Columbia Scholastic Press Association, New York, N.Y.
Pub Date 78
Note—72p.
Available from—Columbia Scholastic Press Association, Box 11, Central Mail Room, Columbia University, New York, New York 10027 ($5.95 non-member, $5.50 member)
Document Not Available from EDRS.
Descriptors—Educational Resources, Higher Education, *Journalism Education, *Photographic Equipment, Photographs, *Photography, Secondary Education, *Student Publications

Designed to aid student publications photographers in taking effective photographs, this publication provides discussions relating to the following areas: a publications photographer's self-image, the camera, camera handling, using the adjustable camera, the light meter, depth of field, shutter speeds and action pictures, lenses for publications photography, film developing, pushing the film rating, printing, electronic flash, composition, group shots, informal portraits, special effects, telling the story through pictures, cropping pictures, and the school darkroom. A glossary of photographic terms and a bibliography of publications of interest to journalism teachers and advisers are included. Numerous photographs

are provided throughout the book as illustrations of the concepts discussed. (GW)

ED 157 084 CS 204 239
Green, Nancy L.
Staff Organization and Training.
Pub Date Mar 78
Note—11p.; Paper presented at the Spring meeting of the National Council of College Publications Advisers, Inc. (New York City, March 16-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Editing, Higher Education, Journalism, Journalism Education, *Organization, Publications, *School Newspapers, *School Publications, Student Publications, *Training, *Yearbooks

Staff organization and training is essential for the production of superior college publications. The editor must be a leader with a vision and a propensity for hard work. The editor should be willing to take a firm, sometimes unpopular, stand to advance in the direction he or she wants to go. Once the editor has been chosen, the following things must be done: (1) style rules must be enforced, (2) distinct design patterns must be set, (3) deadlines must be strictly enforced, (4) specific job descriptions for each staff member must be outlined, (5) types of coverage must be decided, (6) a pattern must be set for making and evaluating assignments, (7) rules for travel to events must be made, (8) rules for staff participation in events covered by the publication must be set, (9) a specific editorial policy must be determined, (10) a staff meeting time must be set with penalties for not attending, and (11) short and long range goals for publication must be determined. Training techniques can include design manuals, style books, all day training sessions, and special intensive writing seminars. The editor should seek to keep staff morale high. Good staff organization and training start with the editor and his or her careful plans. (JF)

ED 157 085 CS 204 240
Brostoff, Anita
Individual Instruction: Tailored to Particular Needs and Specific Disciplines.
Pub Date 78
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Communication Skills, Higher Education, *Individual Instruction, *Individual Needs, *Skill Centers, Student Motivation, Teaching Methods, *Technical Writing, *Writing Exercises, *Writing Skills

The communication skills center at Carnegie Mellon University helps individual students master the technical writing skills necessary for specific disciplines and professions. Through collaboration with the instructors in the various disciplines, the program operates both as a consulting service outside the center (devising and evaluating the writing components of particular courses) and as a teaching service (assisting individual students in preparing writing assignments and alerting referred students to the specific writing skills demanded in the context of particular professions). Exercises used at the center concentrate on the strategies that are important in all professional writing, such as establishing the reader's frame of reference, organizing ideas logically, accumulating and testing evidence to support a hypothesis, and organizing large sets of information into logical categories. Other exercises stress recognizing the statements of the writer's purpose and assessing the writer's bias. (Six sample exercises are appended.) (MAI)

ED 157 086 CS 204 241
Milner, Joseph O.
Moral Felicity, Hemispheresity, Culture Complicity.
Pub Date Mar 78
Note—16p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Abstract Reasoning, *Cerebral Dominance, *Cognitive Processes, *Concept Formation, *English Curriculum, Language Arts, Learning Processes, Logical Thinking, *Moral Development, *Neurological Organization

A relationship is established in this paper between three increasingly broad curriculum matters: Kohlberg's moral development concept; Sample's and Ornstein's theory of cerebral hemispheresity; and legislator-mandated competency testing. The interplay which must develop between the findings in the fields of cognitive psychology and neuropsychology and the urgings of the basics movement are demonstrated. Brief explanations of moral development and hemispheresity are offered along with outlines of English curricula which have been generated out of those concepts. (Author/JF)

ED 157 087 CS 204 242
Hunt, Earl
The Foundations of Verbal Comprehension.
Washington Univ., Seattle. Dept. of Psychology.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date Mar 78
Contract—N00014-77-C-0225
Note—40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Science Research, *Cognitive Ability, *Intelligence Differences, *Learning Processes, Learning Theories, Memory, Models, Reading Ability, *Reading Comprehension, *Reading Processes, Reading Research, *Verbal Ability

It is difficult to account for the real and easily measured differences in verbal competence. Differential psychologists investigate basic traits from which observed behavior is thought to be generated, but if thinking is viewed as a problem in information handling, research will more profitably focus on the relationship between behavior in handling problems of linguistic information processing and behavior on verbal aptitude tests. This will account for the way information processes vary between individuals. The recommended model of reading is based on a series of stages: decoding, active memory, sentence processing, and analysis using long-term memory. Differences in verbal competence have much to do with strictly mechanical components, particularly automatic structural processes such as decoding and short-term memory capacity, the ability to control attention, and the use of strategies, all of which are components of individual mental competence. The measures which would be expected to be important in information processing are roughly associated with general mental and verbal competence. (Tables and references are included.) (DF)

ED 157 088 CS 204 243
Kelso, Genell
Spelling Correlation on Handwritten vs. Multiple-Choice Tests.
Pub Date Jun 78
Note—60p.; D.Ed. Practicum, Nova University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—College Freshmen, Educational Research, English Instruction, Higher Education, *Multiple Choice Tests, *Spelling, *Spelling Instruction, *Test Interpretation, Test Items, *Test Validity

In order to determine if multiple choice spelling tests are as effective as handwritten tests, 265 college freshmen were tested on the same spelling words by traditional oral dictation and then by five-option multiple choice questions. Results were compared to examine the efficacy of multiple choice testing. Of a possible 20 points, the mean score on the multiple choice test was 10.77; on the written test, 8.78; and of words spelled correctly on both, the mean was 7.07. It was found that the multiple choice test score was inflated in that it provided a higher and less accurate reflection of the student's spontaneous spelling ability than a written spelling test. The multiple choice spelling test, however, does offer the advantages of greater grading speed, accuracy, and objectivity. It can be concluded that alternating written and multiple choice tests throughout a spelling program would be ideal. Each testing method could provide correction and compensation for the other's disadvantages, while maintaining maximum advantages of each. (Author/JF)

ED 157 089 CS 204 244
Bonifay, Rosemary W., Ed. Smith, Gertrude G., Ed.
Elementary Language Arts Program Management Guide (Kindergarten-Grade Five).
Escambia County Board of Public Instruction, Pensacola, Fla.
Pub Date 78
Note—43p.; For related document, see CS204245
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Basic Skills, *Communication Skills, *Composition Skills (Literary), *Curriculum Guides, Elementary Education, *Language Arts, Language Skills, *Literature Appreciation, National Competency Tests, Nonverbal Communication, Speech Communication, Writing Skills

Designed to be a practical aid in the implementation of a minimal language arts program for kindergarten through grade five, this curriculum guide outlines the various skills which the child needs to master. Skills involving nonverbal communication, oral communication, literature, language, and written communication correlate to the specific Florida State Minimum Student Performance Standards/Basic Skills in Writing, which are measured in the third grade. The other skills taught, while not identified as "basic skills" by the state, are necessary to a comprehensive language arts program and for compliance with state accreditation standards. This document is intended for use with the "Sample Teaching Evaluation Packet" which lists specific activities for each skill given. The appendix offers several worksheets and sample tests. (JF)

ED 157 090 CS 204 245
Bonifay, Rosemary W., Ed. Smith, Gertrude G., Ed.
Sample Teaching Evaluation Packet; Elementary Language Arts.
Escambia County Board of Public Instruction, Pensacola, Fla.
Pub Date 78
Note—117p.; For related document, see CS204244
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Basic Skills, *Communication Skills, *Composition Skills (Literary), Curriculum Guides, Elementary Education, *Evaluation Methods, *Language Arts, Language Skills, *Literature Appreciation, National Competency Tests, Nonverbal Communication, Speech Communication, Worksheets, Writing Skills

The activities presented in this packet correlate with the skills necessary for minimum competency which are listed in a related document, "Elementary Language Arts Program Management Guide, K-5." Skills involving nonverbal communication, oral communication, literature, language, and written communication correlate with the specific Florida State Minimum Student Performance Standards/Basic Skills in Writing, which are measured in the third grade. The other skills taught, while not identified as "basic skills" by the state, are necessary to a comprehensive language arts program and for compliance with state accreditation standards. The packet lists each skill for each grade level (grades one through five) and gives a suggestion for a corresponding activity with which the teacher can measure the child's progress. (JF)

ED 157 091 CS 204 246
Strebeck, Ray, Ed.
Escambia County School District High School Language Arts Curriculum Bulletin.
Escambia County Board of Public Instruction, Pensacola, Fla.
Pub Date Jan 78
Note—104p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Composition (Literary), *Core Curriculum, Curriculum Guides, Drama, *Elective Courses, English Curriculum, *English Instruction, Grammar, *Language Arts, Linguistic Patterns, *Literature Appreciation, Mass Media, Performance Based Education, Secondary Education, Speech Communication, Vocabulary Skills

The 45 language arts courses described in this curriculum guide combine traditional teaching modes and content for English instruction with mass media, linguistic geography, and performance based evaluations. Course descriptions are classified under five major categories: language; composition; literature; media, speech, and drama; and comprehensive courses which integrate language, literature, and composition into one-year programs. The six courses required for graduation include a core curriculum of specific

instructional activities, a list of minimal student performance standards, and required textbooks. In addition to the course descriptions, the guide offers the following: outlines of the high school language arts curriculum philosophy and goals, norms for awarding credit for both required and elective courses, descriptions of local school options, an identification of courses by category, and explanatory notes. (MAI)

ED 157 092 CS 204 247
Woods, William F.
An Adjunct Course for English Composition.
Pub Date [78]
Note—8p.; Essay prepared at Wichita State University
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Composition (Literary), *Composition Skills (Literary), *Curriculum Development, English Instruction, *Grammar, Higher Education, Instructional Improvement, *Language Skills, *Spelling Instruction, Vocabulary Development, *Vocabulary Skills, Writing Skills

Since it was believed that proper instruction in basic grammar skills requires systematic treatment, a separate elective course in grammar, spelling, and vocabulary was added to the curriculum at Wichita State University. Students enrolled in beginning composition courses receive a diagnostic language skills examination, with those scoring below the 39th percentile being encouraged to enroll in English 011 that semester. Most of the 30 to 40 students in English 011 each semester have not taken the composition course, however. Three programmed texts are used in the course, which is offered on a credit or noncredit basis. Student response to English 011 has been almost entirely favorable, although some students have expressed a need for more individualized instruction. Although the present focus of the course is on sentence structure, efforts to teach within the context of the composing process will add purpose to the units on spelling and vocabulary. Since English 011 requires no former study or knowledge, it constitutes a bridge between the general public and the world of the university. (JF)

ED 157 093 CS 204 248
Hairston, Maxine
Modern Feminist Ficton: A Course for Returning Women Students.
Pub Date Nov 77
Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*American Literature, *Feminism, *Fiction, Higher Education, *Literature, Literature Programs, *Sociological Novels, Twentieth Century Literature, Womens Education, *Womens Studies

A substantial number of college students in the future will be mature women who are coming back to complete an interrupted education or to get new credentials. These women want their literature courses to say something to them about their own lives and their own problems, and they want to hear about those problems from women writers. In teaching a course in twentieth century feminist literature, there is a great deal of material from which to choose. At the start of the course it is wise to assign a non-fiction work such as Freidan's "The Feminine Mystique" or deCrow's "A Young Woman's Guide to Liberation" to educate the class on the fundamentals of feminism. A chronological approach to the literature helps point up that there is a central theme of American feminist fiction, and it does not really change from 1900 to 1975. Some suggested books for the course are Kate Chopin's "The Awakening," Edith Wharton's "The House of Mirth," Willa Cather's "A Lost Lady," Ellen Glasgow's "Barren Ground," Sue Kaufman's "Diary of a Mad Housewife," Lois Bould's "Such Good Friends," Joan Didion's "Play It As It Lays," Sylvia Plath's "The Bell Jar," Marge Piercy's "Small Changes," Erica Jong's "Fear of Flying," and Lisa Alther's "Kinflicks." (JF)

ED 157 094 CS 204 249
Murray, Donald M.
Write before Writing.
Pub Date [78]
Note—13p.; Study prepared at the University of New Hampshire.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Composition (Literary), *Composition Skills (Literary), *Creative Writing, English Instruction, *Productive Thinking, Secondary Education, *Student Motivation, *Writing Skills
Identifiers—*Prewriting

Students who are not writing, or not writing well, may have a second chance to do so if they are able to receive the counsel of published writers to write before writing. These students should be told of the importance of prewriting. Most writers need time to wait for ideas to formulate. In this preparatory stage, writers feel four pressures that move them forward: increasing information, increasing concern, a waiting audience, and an approaching deadline. The writer spends much of this preparatory time in rehearsal. During the rehearsal process the experienced writer perceives signals which tell him or her how to control a subject to produce a working first draft. There seem to be eight principal signals to which writers respond: genre, point of view, voice, news, line, image, pattern, and problem. This prewriting process is largely invisible; it takes place within the writer's head or on scraps of paper that are rarely published. It must be understood however that such a process indeed takes place, that it is significant, and that it can be made clear to the student. (JF)

ED 157 095 CS 204 250
VanDeWeghe, Richard
"Research In Written Composition": Fifteen Years of Investigation.
Pub Date 78
Note—51p.; Research prepared at New Mexico State University
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Achievement, *Composition (Literary), *Composition Skills (Literary), *Educational Research, Elementary Secondary Education, *English Instruction, Higher Education, *Literature Reviews, Student Attitudes, Student Motivation, Teaching Techniques
Identifiers—Composing Processes

In 1963 the National Council of Teachers of English published a major summary of research in composition, sometimes referred to as the Braddock Report, which included 24 questions that addressed areas in which further research was needed. This paper describes more than 100 published and unpublished reports of research conducted since the Braddock Report that provide information related to these 24 areas. The research deals with such aspects of composition as writing attitudes and achievement, writing topics preferred by students, the effect of reading on writing, effective instructional techniques, the effect of the study of linguistics and rhetorical theory on writing, the composition process, and specific skills involved in writing. (GW)

ED 157 096 CS 204 254
Woods, William F.
Interviews and the Process of Inquiry.
Pub Date [78]
Note—17p.; Study prepared at Wichita State University
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Composition (Literary), *Composition Skills (Literary), Descriptive Writing, English Instruction, *Essays, Expository Writing, Higher Education, *Interviews, Models, *Questioning Techniques, Research Methodology, Research Skills, *Teaching Techniques

The interview process provides students with a contextual framework for writing essays (reports, profiles, and arguments), because it helps them to identify and develop their own conceptual and investigative skills through dialogue with another person. Before the actual interview, it is important to choose a subject to interview, form a sense of which questions to ask, make an interview appointment, determine what method will be used to record information, and prepare a list of questions that probe the significant facts and ideas needed to create the final essay. Other guidelines for the interview vary according to the type of essay assignment. In preparing a report, it is necessary to define the basic objectives and organization of the report, state the major problems and events, and give the reader a clear idea of the major divisions of the subject. A profile focuses on the person, uses a narrative structure, establishes immediacy, and introduces readers to the scene and leads them out at the end. The argument or persuasive paper presents a dialectical interchange between the interviewer and the person interviewed and formulates questions in such a way as to sort out those elements that constitute the answer. (MAI)

ED 157 097 CS 204 255
Tanner, William E., Ed. And Others
A Symposium in Rhetoric.
Federation of North Texas Area Universities.
Pub Date 76
Note—67p.; Several pages may not reproduce well due to light type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Communication (Thought Transfer), Fiction, *Literary Analysis, *Literary Conventions, Literary Criticism, Reading, *Rhetoric, Rhetorical Criticism, *Written Language
Identifiers—Reading Theory

The six articles in this collection explore the following topics relating to rhetoric: the distinction between the truth value and the exchange value of a message and between the signifier and the signified in a message; the rhetoric of silence in modern fiction; the way in which readers are influenced not only by what writers say but by how they sound, as determined by their written voice; the rhetorical use of the void, as exemplified in the "Liebestod," or love-death motif; the rhetoric of slogans, catchphrases, and graffiti; and the way in which literary criticism and reading theory shed light on each other. Authors are Richard M. Coe, Joanne Cockelreas, Richard L. Larson, Dean Bishop, Frank J. D'Angelo, and W. Ross Winterowd. (GW)

ED 157 098 CS 204 257
Gage, Thomas
Composing: The Art of Letting Your Right Brain Recognize What Your Left Brain is Recalling.
Pub Date Jul 77
Note—16p.; Paper presented at the Sociolinguistic Conference (San Francisco, California, July 11-15, 1977)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Anxiety, *Cerebral Dominance, Communication (Thought Transfer), *Composition (Literary), *Educational Problems, Elementary Secondary Education, *English Instruction, Higher Education, *Neurological Organization, *Thought Processes
Identifiers—*Composing Processes

The purpose of this paper is to show teachers that composing is the conveying of "knowing" and that students' growth in writing is frequently stunted by teachers' stress on correct spelling, word choice, and syntax in student writing. Topics discussed in the paper include the following: the presence of "memories and experiences, cinemas, radio programs, and family albums" in the minds of all people, glimpses of which can be revealed in writing; the differing functions of the right and left hemispheres of the brain; stages of the writing process, which progress from the writer's "knowing" to the writing of words on paper; the way students' apprehension of writing impedes the composing process; studies indicating that teachers of writing frequently do not recongize good writing; an experiment in which teachers are helped to see the subjective nature of learning and the irrelevance of grading; the ways in which writing differs from reading; and the importance of the prewriting or expressive stage of writing, at which the writer should feel free to "spill out lumps of think" on paper (a function of the right hemisphere of the brain) without worrying about correct spelling and mechanics (a function of the left hemisphere). (GW)

ED 157 099 CS 204 262
Crabbe, John K. Crabbe, Katharyn F.
Women and Language.
New York State English Council.
Pub Date 78
Note—18p.; The New York State English Council is an affiliate of the National Council of Teachers of English
Available from—New York State English Council, Editorial Office, English Department, State University College, Brockport, New York 14420 ($2.00)
Journal Cit—The English Record; v29 n2 Entire Issue Spr 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Authors, Creative Writing, *Females, Feminism, *Language Usage, *Literary Perspective, *Literature Appreciation, Novels, Reading Materials, Secondary Education, Sex Discrimination, Social Values, Teaching Techniques, *Womens Studies

The articles in this journal reflect the change that has taken place in the study of women's literature and language: women writers are now judged on their own merits, rather than by comparison to men writers. Included are the following: "A Feminist Perspective in the Classroom," a discussion of the ways in which a feminist perspective has enriched the author's own reading and teaching; "Feminine and Feminist Values in a 'High Minded and Spiritual Authoress'," a study of writer Elizabeth Missing Sewell, a didactic novelist and educator of the Victorian period; "FemSpeak, or What Do You Say to a Pregnant Person," a discussion of the relationship between language change and social reform; "Then Nora Slammed the Door," a list of possibilities for a unit on women in the classics; and "Reflections on a Froggy Lawn," a consideration of teaching values in the literature classroom. (MAI)

ED 157 100 CS 501 956

Weeks, William H., Ed. And Others

A Manual of Structured Experiences for Cross-Cultural Learning.

Illinois State Office of Education, Chicago. Dept. of Bilingual Bicultural Education.; Society for Intercultural Education, Training, and Research.

Pub Date 77

Note—134p.

Available from—Intercultural Network, Inc., 906 North Spring Avenue, LaGrange Park, Illinois 60525 ($4.95 non-member, $3.96 member)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Cross Cultural Training, *Cultural Interrelationships, *Group Activities, Group Dynamics, Groups, *Guides, Instructional Materials, *Interaction, Interaction Process Analysis, Intercultural Programs, *Learning Activities, Values

Identifiers—*Intercultural Communication

Fifty-nine structured exercises to facilitate crosscultural learning are described in this publication. The exercises are divided into clusters that pertain to the following topics: participant introduction and initial group experience, dynamics of communication, clarification of values, identification of roles, group processes, recognition of feelings and attitudes, community interaction, brainstorming tasks and problems, and the promotion of meaningful cross-cultural encounters. For each exercise, information is provided on its objectives; its requirements with regard to number of participants, materials, setting, and time; and step-by-step procedures for its use. The publication includes an introductory discussion of the pros and cons of using structured exercises in intercultural groups, supplementary materials to be used in conjunction with the exercises, and a list of publications on additional crosscultural exercises. (GW)

ED 157 101 CS 502 073

Hall, Robert, Ed.

[Thematic Issue: Career Trends in Speech Communication.]

Association for Communication Administration, Falls Church, Va.

Pub Date Jan 78

Note—90p.; "ACA Bulletin," Issue Number 23, January 1978; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Opportunities, *Career Planning, Careers, *Employment Opportunities, *Graduate Students, Higher Education, Opportunities, *Research, *Speech Communication

To analyze historical trends in job opportunities available to speech communications graduates, a content analysis was conducted of Speech Communication Association bulletins over a ten-year period (1967 to 1977). All bulletin listings were analyzed for state, type of institution, rank, areas of specialization, job requirements, and salary range. Results indicated that in the first six years studied, the number of new positions decreased by one-half, and has not increased significantly since then. The increase of median salaries has not exceeded inflation. Most current job opportunities are in the following specializations: broadcasting, discussion/debate, speech fundamentals, communication theory, interpersonal communication, mass communication, and theater. Frequently groupings of specializations are requested, such as organizational communication, small group studies, and interpersonal communication. Increasingly, experienced persons with doctorates are sought; few positions appear for persons with master's degrees only. A greater proportion of assistant professors are being hired than instructors, associate professors, or professors. The results should be useful to those planning careers for themselves or for others, including graduate students and counselors. (A series of tables is included.) (DF)

ED 157 102 CS 502 087

Harms, L. S.

The Right to Communicate and Its Implementation within a New World Communication Order.

Pub Date May 78

Note—9p.; Paper presented at the Unesco Experts Meeting on the Right to Communicate (Stockholm, Sweden, May 8-12, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Civil Liberties, *Communication (Thought Transfer), Communications, Developing Nations, *Futures (of Society), *Global Approach, *Information Utilization, Mass Media, *Policy

Identifiers—*UNESCO, United Nations

The new communication order must be broad and pluralistic, encouraging a world-wide discussion of, by, and for the people, and must not be modeled on a narrow, news-information order that tends to polarize professional communicators and government officials. The central policy issue in this new communication order will be to insure that communication resources are made available to satisfy human communication needs in a way that is sensitive to the multicultural values of the right to communicate. This right to communicate encompasses the following three major areas: rights of association, information, and cultural evolution. Communication must be interactive and participatory; the right to participate is at the core of the right to communicate. The implementation of a right to communicate within a new communication order will require a substantial body of communication policy at world, national, and local levels. Communication policy science is emerging as a values-sensitive, problem-oriented, multi-method approach. (Diagrams of alternate communication models are included.) (DF)

ED 157 103 CS 502 098

Weaver, David

Need for Orientation, Media Uses and Gratifications, and Media Effects.

Pub Date Apr 78

Note—37p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Science Research, *Information Needs, *Mass Media, *Media Research, *Need Gratification, News Media, Newspapers, *Political Attitudes, Politics, *Public Opinion, Television

In order to study the influence of need for orientation and media gratifications on media use and media effects in political communication, two previous surveys were studied to compare the causal modeling approach and the contingent conditions approach. In the first study, 339 personal interviews were conducted with registered voters during a congressional campaign, and in the second, supplemented by newspaper and television content analysis, 135 registered voters from three diverse communities were interviewed during the 1976 presidential campaign. Measures of need for orientation about politics, political media gratifications, media use for political information, and frequency of political discussion were compared. Data from the first study indicate that the need for orientation and political gratifications have an effect on discussion of politics mainly through newspaper and television use for political information. Data from the second study indicate a relationship between need for orientation and discussion of politics, regardless of patterns of media use and expected political gratifications. Together, the studies indicate that both need for orientation and individual political gratifications are important in predicting media use for political information. A literature review, graphs, and references are included. (DF)

ED 157 104 CS 502 113

Williams, Frederick

Project "Freestyle": National Sites Results.

Pub Date Apr 78

Note—19p.; Paper presented at the Annual Meeting of the International Communications Association (Chicago, Illinois, April 25-29, 1978); For related documents, see CS 503 113-116

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Attitudes, *Career Awareness, Children, *Childrens Television, Comics (Publications), Comparative Analysis, Educational Objectives, Educational Television, Elementary Education, Instructional Materials, *Pilot Projects, *Program Evaluation, Sex Role, *Sex Stereotypes, Student Attitudes, *Student Reaction, Teacher Attitudes

Project "Freestyle" involved the development of prototypical television and print materials intended to combat sex-role stereotyping in career-related attitudes of nine to twelve-year-old children. This paper summarizes the results of the field evaluation of three pilot programs. With the aid of graphs, it reports the results in the following areas: comparison of three pilot programs in terms of children's liking of them, factual comprehension, and comprehension of material that reflected the series objectives; comparison of reactions of children who had access to both television and print materials and those who had only the television materials; comparison of student reactions to realistic and cartoon versions of a supplementary comic book; comprehension scores reflecting students' ability to identify the objectives in the television pilots; and teacher and administrator reactions to the use of the materials. For each topic, recommendations are made based on the findings. (GW)

ED 157 105 CS 502 114

Frost, Frederica Eastman, Harvey

Project "Freestyle": National Sites Evaluation Design.

Pub Date Apr 78

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978); For related documents, see CS 503 113-116

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Attitudes, *Career Awareness, *Childrens Television, *Data Analysis, Educational Television, Electronic Data Processing, Elementary Education, Measurement Instruments, Parent Attitudes, *Pilot Projects, Program Evaluation, *Research Methodology, Sex Role, *Sex Stereotypes, Student Attitudes, Student Reaction, Teacher Attitudes

Project "Freestyle" involved the development of prototypical television and print materials intended to combat sex-role stereotyping in career-related attitudes of nine to twelve-year-old children. In the first 16 months of the project an assessment was made of the reactions to three pilot shows among students, teachers, administrators, and parents at four test sites. This paper describes the sample, research design, procedures, and instruments used to obtain information about student characteristics and reactions to the materials, teacher ratings of their own and perceived student attitudes toward the materials, and administrators' and parents' reactions. The paper then outlines a number of analysis strategies used in gathering and processing the data. Among the topics discussed are the decision to use keypunching, the preparation phase involving a series of "dummy" data computer runs, and statistical examination of the data. The analysis strategies were aimed at assessing students' liking and comprehension of the three different pilots, the effects of combining print materials with television materials, students' comprehension of the program objectives as presented in different formats, and preferences of teachers, administrators, and parents among the pilot programs. (GW)

ED 157 106 CS 502 115

Smith, Karen

Project "Freestyle": Ad Hoc: Fast-Turn-Around Evaluation.

Pub Date Apr 78

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978); For related documents, see CS 503 113-116

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Awareness, *Childrens Television, Comics (Publications), Decision Making, Educational Television, Elementary Education, Evaluation Methods, *Formative Evaluation, *Material Development, Parent Attitudes, *Pilot Projects, Program Improvement, Sex Role, *Sex Stereotypes, Student Opinion, Student Reaction, Teacher Attitudes

Project "Freestyle" involved the development of prototypical television materials and a comic book intended to combat sex-role stereotyping in career-related attitudes of nine to twelve-year-old children. At various times during the early developmental stages of "Freestyle" materials, "ad hoc fast-turn-around" formative evaluations were conducted. In the first type of evaluation, teachers and parents rated television script segments, assessing language, interest level, and comprehensibility by the potential audience. This feedback assisted the production team in making content changes and selecting scripts. Teachers' evaluations of scripts were compared with subsequent student evaluations of the production segments. In the second type of evaluation, student opinion was consulted with regard to a number of decisions, such as series title, which title to use for an individual pilot program, which actor to choose for one of the pilot shows, whether the proposed definition of "stereotyping" was acceptable, and which type of art to use for the comic book. These types of evaluation provided continuous feedback for the ongoing improvement of the curriculum materials prior to the national field test. (GW)

ED 157 107 CS 502 116

LaRose, Robert

Project "Freestyle": Baseline Studies.

Pub Date Apr 78

Note—18p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978); For related documents, see CS 503 113-116

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Awareness, Childhood Attitudes, *Children, *Childrens Television, Comics (Publications), Educational Television, Elementary Education, Instructional Materials, *Material Development, Parent Influence, Pilot Projects, Research Methodology, Sex Role, *Sex Stereotypes, *Television Research

Identifiers—*Audience Response

Project "Freestyle" involved the development of prototypical television materials and a comic book intended to combat sex-role stereotyping in the career-related attitudes of nine to twelve-year-old children. This paper reports the results of four types of research conducted during the early development of the television series to determine the degree to which the thinking of children in the target audience is affected by sex-role stereotypes, important influences on children's sex-typed behavior, children's liking and comprehension of prototypical "Freestyle" materials, and audience reaction to the entire first pilot program and to the characters in it. The paper discusses highlights of the research results, measures used to determine audience response and to ascertain differences among different segments of the target audience, and implications of the research for development of "Freestyle" materials. Analysis of the results indicated that sex-role stereotypes are still in effect in the target audience and are supported by people designated as "significant others" in children's lives, and that the "Freestyle" message must be slanted to the needs of quite diverse audience segments. (GW)

ED 157 108 CS 502 124

Ryu, Jung S.

Mass Media's Role in the Assimilation Process: A Study of Korean Immigrants in the Los Angeles Area.

Pub Date Apr 78

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Affiliation Need, *Attitudes, Culture Contact, English (Second Language), *Immigrants, Information Needs, *Korean Americans, *Mass Media, Media Research, *Needs, News Media, Second Language Learning, Television, *Television Viewing

Identifiers—*Cultural Assimilation

A study was conducted to determine the relationships between three variables related to the assimilation process of immigrants to the United States-familiarity with English, degree of identification with the new culture, and degree of attachment to the homeland--and three variables related to media needs--the need for information, the need to become integrated into the new culture, and the need for achieving proficiency in English. The subjects, 109 Korean immigrants (62 males and 47 females) living in the Los Angeles area, completed a nine-page, self-administered questionnaire that assessed their English proficiency, assimilative attitudes, degree of attachment to Korea, and media-related needs. Among the findings were the following: the lower the English proficiency, the greater is an immigrant's need to learn English through the mass media, especially television; as the degree of assimilation increases, there is an increased need for information through mass media, especially among male respondents; and as the degree of assimilation increases, an immigrant's use of television to satisfy the need for integration increases, especially among female respondents. (GW)

ED 157 109 CS 502 126

Barnett, George A.

An Associational Model for the Diffusion of Complex Innovations.

Pub Date Apr 78

Note—34p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Communication (Thought Transfer), *Information Dissemination, Information Science, *Information Theory, *Innovation, *Mathematical Models, Media Research, Models, Organizational Communication, Public Opinion, Research Methodology, *Social Attitudes, *Social Change, Social Science Research, Social Structure, Social Systems

A paradigm for the study of the diffusion of complex innovations through a society is presented in this paper; the paradigm is useful for studying sociocultural change as innovations diffuse. The model is designed to account for change within social systems rather than in individuals, although it would also be consistent with information processing and attitude change models. Setting is defined by complex interactions between cultural objects and between these elements and the innovations. The associational structure of the model makes possible increased predictability of future changes because it takes into account all situation-specific relations affecting the actions of a society. Longitudinal multidimensional scaling is the preferred method for providing accurate measures of alterations. The model is useful for future research into diffusion of innovation phenomena, requiring a continual measurement from the start of the process; this is necessary if the mathematical model is to be tested realistically. Graphs and references are included. (DF)

ED 157 110 CS 502 148

Wiio, Osmo A.

Organizational Communication Studies: The LTT and OCD Procedures.

Pub Date Apr 78

Note—25p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Business Communication, Communication (Thought Transfer), Foreign Countries, Group Dynamics, *Information Dissemination, Information Theory, *Intercommunication, Job Satisfaction, *Models, *Organizational Communication, Sociolinguistics

Identifiers—*Audits, *Finland

Poor results in organizational communication research may be due to the lack of comparative research, relying instead on small, unrepresentative samples from one or two organizations. Measurement techniques such as the communication audit and the network analysis make possible the comparison of different organizations and the collection of data banks for determining interorganizational norms. The 75-item LTT communication audit, developed by the Helsinki Research Institute for Business Economics (LTT), was used with 22 organizations and a total of 5,578 persons between 1973 and 1977. Results indicated that the relationship between communication and job satisfactions is situational and contingent, depending on organizational and communication climates; communication and job satisfactions are fundamentally different. A distance-direction model of the organizational communication situation has been developed on the basis of the results of this series of studies. According to the model, satisfaction with organizational communication is greater when communication distance is short and when the subject acts as sender. The refined organizational communication development (OCD) audit was developed as a standardized procedure on the basis of the LTT studies and involves the four phases of initiation, diagnosis, treatment, and feedback to improve the communication of an organization. (DF)

ED 157 111 CS 502 154

Rummel, Lynda And Others

Disconfirming (Double Bind) Effects of Incongruent Multi-Channel Messages.

Pub Date Apr 78

Note—50p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 13-15, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Communication (Thought Transfer), *Intercommunication, *Negative Reinforcement, *Nonverbal Communication, *Positive Reinforcement, *Speech Communication

Identifiers—*Incongruence

In an experiment designed to explore the immediate disconfirming effects of strong and mild incongruent messages and the impact of certain contextual constraints on disconfirming effects, 192 male undergraduates evaluated videotaped examples of strong and mild sarcasm and joking and the complementary congruent forms of straightforward positive and negative remarks for confusion and discomfort, in eight contexts. Booklets containing descriptions of a situation and scales for evaluating the comfort and clarity of videotaped messages were distributed to the subjects. Statistically significant context effects were obtained only for the strong joking and mild sarcasm messages. Mild incongruent messages (mild joking and mild sarcasm) were least clear. Strong joking, mild positive, and mild negative messages were more clear than the mild incongruent messages, but less clear than strong positive, strong negative, and strong sarcasm. It can be concluded that the context did not have a meaningful influence on subjects' responses to multichannel messages. (Eight tables are included.) (JF)

ED 157 112 CS 502 163

Book, Cassandra L. And Others

Contract Grading in Speech Communication Courses.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78

Contract—400-75-0029

Note—48p.; Theory & Research Into Practice Series

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Viriginia 22041 ($1.60 member, $1.75 nonmember)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Educational Theories, *Grading, Higher Education, Performance, *Performance Contracts, Secondary Education, *Self Evaluation, *Speech Communication, Speech Curriculum, *Teaching Techniques

Identifiers—Information Analysis Products

This document presents contract grading as a system of evaluation for speech communication courses at the high school or college level. Contract grading can provide the means to reduce the element of threat that impedes effective interpersonal communication between teacher and student. Contract grading is a business like arrangement whereby the instructor defines the performance for each grade to be earned and the student identifies the grade to which he or she will work. Together they sign a contract which commits the instructor to award the grade if the student performs at the specified level. This system of grading is a means to the goal of achieving a classroom climate conducive to supportive interaction and is based on the premise that instruction will be systematically designed and executed. In this document, the first section

is theoretical and deals with the advantages and disadvantages of the system. The second, practical section contains several model contracts which may be used at the secondary and college levels. (DF)

ED 157 113 CS 502 165
Kline, John A.
Practical Techniques for Achieving Consensus.
Pub Date [76]
Note—11p.; Study prepared at Maxwell Air Force Base
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Decision Making, Group Behavior, *Group Dynamics, Group Experience, *Group Relations, *Group Unity, Interaction, Intercommunication, Organizational Communication, *Problem Solving, Self Directed Groups
Identifiers—*Consensus

Consensus is important in the making of a policy decision. If a decision is reached without consensus, morale and unit satisfaction may both suffer. With genuine consensus, a unit tends to willingly support and implement the new policy. After analyzing how observed small groups had actually reached consensus, the following ten techniques were developed: (1) orient the group, (2) insist on true consensus, (3) maintain your position as long as it is valid, (4) seek out differences in opinion, (5) remain open to other opinions, (6) be willing to compromise, (7) contribute frequently to the discussion, (8) use group pronouns rather than personal pronouns, (9) give adequate information, and (10) clarify the discussion. A study of group decision making showed that groups that followed these ten techniques were significantly more successful in reaching a consensus, and members of the successful groups were significantly more satisfied with their own performance and the performance of their group. Groups that achieve true consensus have a better chance of making the right decision at the first attempt. (JF)

ED 157 114 CS 502 166
Lent, John A.
Mass Communications in the Third World: Some Ethical Considerations.
Pub Date Jul 78
Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association Summer Conference on Intercultural/International Communication (2nd, Tampa, Florida, July 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Communication (Thought Transfer), *Communications, *Developing Nations, *International Relations, Journalism, *Mass Media, Media Research, *Propaganda, *Technological Advancement

In the past five years, unprecedented discussion and analysis have been focused on mass media in the third world. Common topics include development journalism, the New Information Order, cultural invasion and exchange, and ruralization of media. Ethical considerations for first world involvement in third world media have arisen in several areas. To thrust sophisticated technological and economic systems on the media of developing countries encourages them to bypass intermediate stages of development, thus fostering exploitation and dependency. The mass media have been treated as the playthings of the urban elite, often for frivolous reasons, while the needs of the rural majority have been ignored. The promotion of foreign-oriented content in third world mass media causes these societies to be passive recipients of distorted, inadequate, and biased information. The concept of development journalism has, in practice, meant "government say so" journalism, resulting in authoritarian media policies. To conduct mass communications training and research in the framework of urbanized nations, rather than looking at indigenous needs and problems, leads to cultural imperialism. Two camps, aligned with Eastern and Western ideologies, have formed on either side of these issues. (DF)

ED 157 115 CS 502 167
Work, William
Competence in Speaking and Listening.
Pub Date 78
Note—16p.; Paper presented at the American Association of School Administrators Summer Conference (Minneapolis, Minnesota, July 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Communication (Thought Transfer), *Communication Skills, Elementary Education, Individual Development, *Interaction, *Interpersonal Competence, Language Usage, Linguistic Competence, Listening Comprehension, *Listening Skills, *Speech Communication, *Speech Skills, Teaching Methods

When children begin formal schooling, their fundamental communication skills, speaking and listening, are well developed but limited in scope and range; it becomes the teacher's task to assist the children in achieving communicative competence. A developmental project called "Developing Communicative Competence in Children" identifies four principal features of speech communication competence, each related to interactive behaviors in social contexts. These are: an available repertoire of experiences, the ability to make critical choices from that repertoire, implementation of suitable behaviors in performing desired tasks, and objective evaluation of performance behaviors. Instruction strategies can enhance functional communicative competence by observing the following principles: speech behaviors are highly personal, the rate of development varies in children, human interactions are dynamic, real life performance is the goal of communication, the interpretation and creation of messages must be child-centered, and communicative competence can be a challenge for all children, both gifted and handicapped. (MAI)

ED 157 116 CS 502 169
Atwood, L. Erwin Jarvis, Dennis
Political Attitudes, Political Activity, and Communication: A Typal Analysis.
Pub Date Apr 78
Note—40p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Information Needs, *Media Research, Political Affiliation, *Political Attitudes, *Political Influences, *Public Opinion
Identifiers—*Communication Research

Persuasive mass communication is believed to be more likely to reinforce existing opinions than to change them. This study set out to test this hypothesis in the political area by doing the following: isolating attitudinal patterns in a sample of voters; determining if characteristics of the questionnaire statements were systematically related to acceptance or rejection of the statements; and testing the ability of other communication and political variables to discriminate among the attitude types. Q-analysis of the responses of 245 registered voters to 53 opinion statements yielded five basic patterns of response. Four of the five patterns were characterized by either systematic agreement or systematic disagreement with at least one of the five opinion dimensions the statements were designed to represent. One of the five patterns focused on national and state election issues; three focused on rejection of dimensions not normally considered election issues; and one attitude pattern could not be described in terms of the five dimensions. Results also indicate that a minority of the subjects (19%) are "issue voters," and that traditional issues (war, crime, welfare, taxes, and cost of living) do not function as issues for the majority of voters. (References and tabular data are included.) (Author/DF)

ED 157 117 CS 502 170
Sisatto, Seppo
The Structure of "Climates of Opinion" from the Point of View of Communication Research.
Pub Date Apr 78
Note—19p.; Paper presented at the Annual Meeting of the International Communication Association (28th, Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Communication (Thought Transfer), Environment, Group Dynamics, *Information Dissemination, Information Utilization, Intercommunication, Mass Media, *Models, *Organizational Communication, *Public Opinion, *Social Science Research
Identifiers—*Communication Research

The "climate of opinion" is the dominant direction of opinions and perceptions as expressed by existing or assumed activities of constituent individuals, groups, and institutions. There are three regional definitions of this concept: macrolevel, local level, and individual level. A model of climate of opinion contains the following features: (1) the climate of a higher level is a synthesis of lower level subclimates; (2) subclimate is a synthesis of the effects of the major structural factors of the subarea; and (3) the general climate of opinion covers several subclimates, each with its own individual, collective, and institutional levels. Communication, the cement holding organizations together, takes place in ways characteristic of each level. An opinion leader is of central importance at the individual level, newspaper and local electronic media are significant at the local level, and national mass media dominate the macrolevel. Macrolevel communication may influence the opinion formation of individuals directly and thus also influence the climates on the individual and local levels. (DF)

ED 157 118 CS 502 172
Farace, Richard V. And Others
Review and Synthesis: Criteria for the Evaluation of Organizational Communication Effectiveness.
Pub Date Apr 78
Note—67p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Communication (Thought Transfer), Communication Skills, *Evaluation Criteria, Information Dissemination, Intercommunication, *Literature Reviews, *Organizational Communication, *Organizational Effectiveness, Research Design
Identifiers—*Communication Research

Twenty-one criteria for assessing communication effectiveness in organizations provide the basis for discussion in this document. Grouped under the general heading of communication rules, the criteria are described according to five categories: structure, messages, media, communicator, and potpourri (factors that affect the decision making of communicators but are not directly related to communication). The major research literature regarding each criterion is identified by author and discussed in terms of effective and ineffective communication, in an attempt to define "communication effectiveness" in operational and practical terms. The paper concludes with a suggested outline of the steps involved in developing this initial effort--the derivation of propositions or assertions, operationalization and measurement, and research that will provide empirical evidence about the reliability, validity, and value of the criteria. An extensive bibliography is appended. (Author/MAI)

ED 157 119 CS 502 173
Dunning, Robert Scott Sincoff, Michael Z.
The Upward Progress of Unusually Good Ideas in a Four-Tier Hierarchy.
Pub Date Apr 78
Note—37p.; Paper presented at the Annual Meeting of the International Communication Association (28th, Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Abstract Reasoning, Bureaucracy, *Group Structure, *Information Utilization, *Intercommunication, *Mathematical Models, Organizational Climate, *Organizational Communication, Power Structure, *Productive Thinking, Vertical Organization
Identifiers—*Ideas

In long established research organizations, it is necessary to safeguard good research ideas originating at lower organizational levels. The upward progress of unusually good ideas in an organizational hierarchy may be compared with that of ordinary ideas by means of a mathematical model, with the assumption that ideas follow a Poisson distribution and Markov random chain walk with an absorption level. Good ideas are novel, synthesizing, simple, aesthetically appealing, problem oriented, and synergistic. The problem of acceptance arises with the interaction of good ideas with the management structure, the good ideas being embedded in a matrix of ordinary ones. Good ideas are more extensively screened than others, having a much lower probability of acceptance at the first review level; they are vetoed so effectively that only one in thirty is ever adopted. Methods for improving the survival probabilities for such ideas include extraofficial documentation, exterior reinforcement, and the bypassing of supervisory cognizance. An organization can become more hospitable to such ideas by reducing the number of levels in the

hierarchy and by promoting within the organization on an unselective basis rather than solely on the basis of merit or qualifications. (Mathematical data are included.) (DF)

ED 157 120 CS 502 174
Self, Lois S.
Rhetoric and "Phronesis": The Aristotelian Ideal.
Pub Date Apr 78
Note—19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 13-15, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Aristotelian Criticism, Communication (Thought Transfer), Ethical Values, *Ethics, Language Skills, *Persuasive Discourse, *Philosophy, *Rhetoric, Speech Communication, Theories
Identifiers—Aristotle, *Phronesis
A recurring puzzle in Aristotle's "Rhetoric" is the book's ethical stance; Aristotle gives practical advice on the use of persuasive discourse and intends it to be used in association with virtue, although the two seem to be separable. However, persuasion and virtue in Aristotle's theory of rhetoric have connections deriving from the nature of the art of rhetoric itself. The ideal practitioner of rhetoric employs the skills and qualities of "phronesis," or practical wisdom, as outlined in the "Nichomachean Ethics." Three arguments support this contention. (1) The definitions and concerns of the concepts of rhetoric and phronesis are strikingly similar. (2) Excellent performance of rhetoric requires the characteristics of practical wisdom. (3) The relationships desired between the person of practical wisdom and the public closely parallel the relationships between the rhetorician and the audience. The interpretation of the ethical stance of the "Rhetoric" must rely on important theoretical and practical relationships between rhetoric and phronesis. The person of practical wisdom has the capacity and the incentive to be an ideal rhetorician. Only when practical wisdom is applied to rhetoric is there the ideal situation in which the name "rhetorician" denotes excellence both of artistry and of purpose. (DF)

ED 157 121 CS 502 175
Page, Bill
Recent Research on the Treatment of Speech Anxiety.
Pub Date Apr 78
Note—46p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Anxiety, *Behavioral Science Research, *Desensitization, Insecurity, *Psychological Patterns, *Public Speaking, Speech Communication, Speech Instruction, *Speech Therapy
Identifiers—*Communication Research
Apprehension on the part of students who must engage in public speaking figures high on the list of student fears. Speech anxiety has been viewed as a trait--the overall propensity to fear giving speeches--and as a state--the condition of fearfulness on a particular occasion of speech making. Methodology in therapy research should abide by the following standards: use an appropriate, no-treatment control group; use subjects with greater than average anxiety; use a matching procedure to insure that subjects in pretest groups have comparable scores on at least one reliable measure; and corroborate findings with data from another form of measurement. Recent research has focused on such topics as the following: systematic desensitization; rational emotive therapy, fixed role therapy, and cognitive modification; implosion; flooding; successive approximations; counseling and insight ordeal therapy; relaxation training; voluntary heart rate control; misattribution therapy; comparative and combinational effects; and delayed posttest results. A more rigorous concern with methodology as developed in behavioral science research will lead to greater accuracy in future studies. (DF)

ED 157 122 CS 502 177
Surlin, Stuart H. And Others
Parental Control of Children's Television Viewing Behavior: Support for the Reverse Modeling Principle.
Pub Date Apr 78
Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Audiences, Behavioral Science Research, *Children, *Parent Child Relationship, Parent Education, *Parent Influence, *Parent Role, Role Models, Surveys, Television, Television Research, *Television Viewing, Values, *Viewing Time
Identifiers—*Reverse Modeling
A study was conducted to document the existence of the "reverse modeling" principle of television viewing behavior whereby children, rather than parents, determine the television viewing choices for family members. Through telephone interviews, 284 adult respondents were questioned regarding their knowledge of the television advisory warning system, its influence on their own or their children's viewing, their method of program selection, their definition of offensive content, and their estimated daily viewing time. In addition, each was asked how long the television remained turned on each day in their household. The sample was analyzed according to level of education (high or low) and presence or absence of children in the household. Although educational differences did not affect control over children's viewing, it was determined that in low-education households there was a relative lack of concern among parents about television violence; children tended to select programs by changing channels, rather than by consulting printed advertisements; the television set remained on for extended time periods; and parents watched television indiscriminately. (MAI)

ED 157 123 CS 502 178
Hellweg, Susan A.
Implementation of Various Semantic Differential Coding Strategies as a Function of Responses to the Ideal Source in the Prediction of Overall Credibility and Homophily.
Pub Date Nov 77
Note—30p.; Paper presented at the Western Speech Communication Association (Phoenix, Arizona, November 20-23, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Communication (Thought Transfer), *Credibility, *Elections, *Measurement Techniques, Media Research, Political Affiliation, *Political Attitudes, Politics, Prediction, *Public Opinion, *Semantic Differential
Identifiers—Ford (Gerald R)
A study was designed to investigate the consequences of various coding strategies on the semantic differential as a function of responses to an ideal source in the prediction of overall credibility and homophily. The study was also intended to provide additional evidence for the disconfirmation of the underlying extremity assumption of the semantic differential. One week prior to the 1976 presidential election, 390 undergraduates completed two questionnaires containing credibility and homophily items: the first questionnaire in response to the ideal male candidate, and the second in response to the current candidate, Gerald Ford. The second set was augmented by a request to indicate how nearly ideal Ford was perceived to be. Data were processed by a single sample t-test, strength-of-association test, and multiple regression analysis. Additional evidence was found for the disconfirmation of the extremity assumption of the semantic differential. Neither recording strategy provided a better predictor for credibility or homophily than did the standard coding strategy. (Data tables are included.) (Author/DF)

ED 157 124 CS 502 179
Falcione, Raymond L. Greenbaum, Howard H.
Organizational Communication 1976: Abstracts, Analysis, and Overview.
American Business Communication Association, Urbana, Ill.; International Communications Association.
Pub Date Dec 77
Note—299p.
Available from—American Business Communication Association, 317-B David Kinley Hall, University of Illinois, Urbana, Illinois 61801 ($10.00 member, $12.00 non-member)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Bibliographies, Business Communication, Classification, *Communication (Thought Transfer), Information Dissemination, *Intercommunication, Interpersonal Competence, Interpersonal Relationship, *Literature Reviews, *Organizational Communication, *Organizations (Groups)
A contribution to the literature on organizational communication, this book has three objectives: to provide access to information on recent literature in organizational communication; to develop a classification system for the literature; and to provide abstracts of the literature published in 1976. The introductory chapter comments on the year's literature and furnishes a sub-classification system for each of the book's nine major categories of organizational communication. The nine categories are as follows: interpersonal, intragroup, and intergroup communication in organizations; communication factors and organizational goals; skill improvement and training in organizational communication; communication media and communication system analysis in organizations; and texts, anthologies, reviews, and general bibliographies. Each classification is further specified by the type of publication. Research methods and limitations are discussed in the appendix, and indexes include information on authors and on type of organization and data collection instruments involved in the field studies. (DF)

ED 157 125 CS 502 180
Sanders, Keith R.
A Critique of Contemporary Approaches to the Study of Political Communication.
Pub Date Jul 75
Note—14p.; Paper presented at the Speech Communication Association Summer Conference on Mass Communication in Education and Society (Austin, Texas, July 10-12, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Audience Participation, Communication (Thought Transfer), Information Utilization, *Media Research, Political Affiliation, *Political Attitudes, *Political Influences, *Political Socialization, *Propaganda, *Public Opinion
The twentieth century history of the academic study of political communication can be divided into three parts: the period between the World Wars, the period 1940-1965, and the period from 1965 to the present. In the first period, social scientists were greatly concerned that the democratic process might be subverted by propaganda; they were interested more in pragmatic social action than in theorizing. In the second period, a more complicated theory was adopted--the limited-effects model of political communication. This model depicted political communication as synonymous with political persuasion, especially in elections. The third and most recent approach is based on this limited-effects model, but changes and emphasizes features of the communication process. It stresses the participation of the audience, such as their communication behavior, and especially emphasizes the rediscovered uses and gratification approach. (DF)

ED 157 126 CS 502 181
Carmack, William R. Foote, Joseph S.
Mass Communication and Politics: A Practical Perspective.
Pub Date Jul 75
Note—9p.; Paper presented at the Speech Communication Association Summer Conference on Mass Communication in Education and Society (Austin, Texas, July 10-12, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Dialogue, *Interaction, *Mass Media, News Media, Newspapers, *News Reporting, *Political Issues, *Politics, Press Opinion, Public Opinion
Identifiers—*Political Campaigns
The interplay that exists between the mass media and political activity provides the topic for this report of an informal dialogue between William R. Carmack, from the University of Oklahoma, and Joseph S. Foote, press secretary to Carl Albert, Speaker of the House of Representatives. The first section of the report relates Carmack's opening statement dealing with the reciprocal nature of mass media and politics in which he asserted that the impact of the media on politicians and politics has had five effects: politicians must be consistent on issues, the balance of exposure between incumbents and those seeking office has been somewhat regulated, candidates have been forced to confront one another directly in debate, glamor has been highlighted at the expense of issues, and candidates can sometimes grandstand for the press. Carmack also stated that politics and politicians have affected the media through increased

government control of mass communication, the growth of editorial reporting, and the birth of investigative reporting. The second section of the report presents the subsequent dialogue that developed between Carmack, Foote, and members of the audience. (MAI)

ED 157 127 CS 502 182
Kaid, Lynda Lee
The Impact of Political Television Commercials.
Pub Date Jul 75
Note—13p.; Paper presented at the Speech Communication Association Summer Conference on Mass Communication in Education and Society (Austin, Texas, July 10-12, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Broadcast Television, Communication (Thought Transfer), *Information Utilization, Political Attitudes, *Political Influences, *Public Opinion, Research Needs, *Television Commercials, *Television Research
Identifiers—*Advertising
For decades research on mass-media in political campaigns has yielded little evidence of direct, significant effects. Most survey research on elections found adequate explanations for voting decisions while excluding the impact of mass media. Although the increasing use of expensive television advertising campaigns is evidence of the confidence of candidates and their advisors, researchers have remained unconvinced, although in recent years they have begun to examine political television commercials more closely. The number of surveys has remained small, however, and fraught with methodological difficulties. Recent topics of research include: levels of voter exposure; extent of selective exposure; voter recall of information; selective perception and retention of information; "image" versus "issue" spots; the effect of length; direct impact on voting decisions; and the functions that such spots perform for voters. Recommendations for future research include the following: make further efforts to isolate the impact of particular spots; use more realistic viewing situations; measure the cumulative impact of several different spots over time; study the interaction of spots with other information sources; and study the uses voters make of the information derived from spots. (DF)

ED 157 128 CS 502 183
Cronkite, Walter
An Evening with Walter Cronkite.
Pub Date Jul 75
Note—16p.; Transcript of an interview at the Speech Communication Association Summer Conference on Mass Communication in Education and Society (Austin, Texas, July 10-12, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Broadcast Industry, *Broadcast Television, Commercial Television, *Interviews, *News Media, *News Reporting, Political Attitudes, *Press Opinion, Programing (Broadcast), *Television
Identifiers—*Federal Communications Commission, International Womens Year, Johnson (Lyndon Baines)
In an interview at a Speech Communication Association conference in 1975, Walter Cronkite of CBS news was asked a number of questions on the role and characteristics of television news. Among the items discussed with Mr. Cronkite were the following: the degree to which events are shaped by their being reported on national news programs; the news media as a free-enterprise open market; television coverage of the International Women's Year conference; the process of deciding what will be included in an evening's broadcast; the perception of Mr. Cronkite in national polls as an optimally credible individual; interviews (including Cronkite's impressions of people he has interviewed) the Lyndon Johnson interviews, and Cronkite's position on the practice of paying individuals for interviews ("checkbook interviewing"); the use of women as anchor persons; ratings; network pressure on news production; the first amendment in broadcasting, especially with reference to the fairness doctrine and other FCC regulations; personal preparation for interviews; Watergate and the media; the 1976 election; the burden of responsibility placed on television news by its being most people's primary source of news information; personal bias and subjectivity in reporting; provision of free time to political candidates; and television coverage of the Vietnam war. (DF)

ED 157 129 CS 502 184
Stupp, Vicki O'Donnell
Analysis of Film as Communication.
Pub Date Jul 75
Note—17p.; Paper presented at the Speech Communication Association Summer Conference on Mass Communication in Education and Society (Austin, Texas, July 10-12, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Audiences, *Behavior Change, *Changing Attitudes, *Communication (Thought Transfer), *Films, Identification (Psychological), Media Research, *Persuasive Discourse, Sensory Experience, Symbolism
Films function as a persuasive process in that they bring about a reinforcement or change in attitude, belief, or behavior by producing a cognitive restructuring of the audience's frame of reference. Organized research into the effects of films falls into two categories: macro-media studies exploring the way films reflect the psychological preoccupations of the members of a particular culture and micro-media studies using small-scale studies to determine the effects of film on audiences. A number of the latter deal with the measureable effects that films have on audience attitude and behavior. These studies indicate that films can affect audiences through the following: the identification of subjects with screen characters perceived as similar to themselves; interaction-the connection the viewer makes between personal experiences and the film events; composition-the emotionally moving aspects of the technical presentation of the film; suspension of disbelief-the film's convincing reconstruction of reality; and symbolism and archetypes-the use of symbols to stimulate images in the unconscious of the audience. (MAI)

ED 157 130 CS 502 185
Salvement, Jorge Reina Singleton, Loy Alonzo
Spanish Language Radio in the Southwest: A Case of Media Colonialism.
Pub Date Apr 78
Note—19p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Audiences, *Colonialism, *Employment Practices, *Ethnicity, Mexican Americans, *Programing (Broadcast), *Radio, Spanish, Spanish Americans, *Spanish Speaking
Identifiers—*Ownership
In order to examine whether the relationship between Spanish speaking Americans in five southwestern states and Spanish language commercial radio stations reveals evidence of media colonialism, a survey of 41 Primary Spanish Language Radio (PSLR) stations was conducted. The survey focused on ethnic identity of the station owner, percentage of employees with Spanish surnames, the station owner's additional properties, the name and rank of the market in which the station is located, and the percent of station time broadcast in Spanish. Data were gathered from station files of the Federal Communications Commission in Washington, D.C. It was concluded that differential distribution by ethnicity exists at numerous levels of ownership and employment in PSLR, personal wealth derived from participation in PSLR is distributed by ethnicity, differential distribution of influence is shown by evidence of differential access to the more powerful positions in PSLR, and the integration of PSLR with the community it is intended to serve is questionable because of the above distributions. These characteristics of PSLR were inferred as contributing to a condition of media colonialism. (Tables of findings are included.) (Author/MAI)

ED 157 131 CS 502 186
Hellweg, Susan A.
The Measurement of Gerald Ford against the Ideal Political Candidate as a Function of Respondent Political Party Affiliation in the Context of the 1976 General Election.
Pub Date Apr 78
Note—39p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—College Students, *Credibility, *Elections, *Political Affiliation, *Political Attitudes, Presidents, *Public Opinion, *Social Science Research
Identifiers—*Ford (Gerald R.)
Undertaken in conjunction with the 1976 presidential election, this study examined perceptions of Gerald R. Ford against conceptualizations of the ideal political candidate. Questionnaires were administered to 321 undergraduates (both Republicans and Democrats) in order to measure perceived credibility and homophily of the ideal candidate and of Ford. Results indicate that it is more important to a member of either party that a candidate appear to possess certain qualities than to be perceived as similar in beliefs, attitudes, background, or personality. Democrats and Republicans vary only slightly in their perceptions of the ideal candidate. Republicans perceived Ford as more credible and more similar to themselves on attitude-belief items. Democrats apparently did not see Ford as being similar to themselves in any respect, although they rated him highly on experience, character, and intelligence. Republicans saw Ford as deviating from the ideal on only a few credibility items, while Democrats perceived deviation on several credibility and homophily items. Neither party saw Ford as matching the ideal in terms of poise, reliability, justice, responsibility, or competence. (Recommendations for further research and tables of findings are included.) (DF)

ED 157 132 CS 502 187
Goldfine, Miriam O'Connell, Sandra
Beyond Communications.
Pub Date Oct 77
Note—14p.; Report presented at the Annual Seminar of the Industrial Communication Council (San Francisco, California, October 24-26, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Opportunities, Communication (Thought Transfer), *Communications, *Demography, Group Structure, Individual Development, *Industrial Personnel, Industrial Relations, *Organizational Climate, *Salaries, Sex Discrimination, Surveys
Based on a survey of 200 members of the Industrial Communication Council, this script and slide presentation analyzes the career experiences of the '67 communication professionals, 51 men and 16 women, who responded. The script, accompanied by illustrations of appropriate slides, consists of five parts: demographics (the size and type of companies that employ communications professionals and a comparison of numbers of male and female employees); salary (averages, some median salaries, raise potentials, and comparisons between men and women); skills (the kinds of skills professionals bring to the job, and how and when they are used); career feelings (statistics on career choices and individual motivation toward further study); and career choices (a discussion of the transitions involved in moving from technician to supervisor or to middle management). (MAI)

ED 157 133 CS 502 189
Fisher, Walter R., Ed.
Thematic Issue Symposium: What Criteria Should be Used to Judge the Admissibility of Evidence to Support Theoretical Propositions Regarding Communication Research?
Western Speech Communication Association.
Pub Date 78
Note—58p.; For related document, see ED145485
Journal Cit—Western Journal of Speech Communication; v42 n1 Entire Issue Win 1978
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Science Research, Communication (Thought Transfer), *Evaluation Criteria, Models, Research Criteria, Research Needs, Rhetoric, *Speech Communication, Symposia, *Theoretical Criticism, *Theories
Identifiers—*Communication Research
In response to an earlier symposium report, this journal presents six position papers dealing with the question, "What criteria should be used to judge the admissibility of evidence to support theoretical propositions regarding communication research?" The analyses and arguments include "The Research Process" by Wayne Brockriede, "The Reflexivity of Communication Research" by Leonard C. Hawes, "In Praise of Muddleheaded Anecdotalism" by Herbert W. Simons, "Evidence in Communication: We are Such Stuff" by Robert L. Scott, "The Rhetoric of Science and the Science of Rhetoric" by Herbert W. Simons, and "On Keeping the Faith in Matters Scientific" by Gerald R. Miller and Charles R. Berger. (MAI)

ED 157 134 CS 502 190
Enos, Richard Leo, Ed. *Wiethoff, William E., Ed.*
"H TEXNH: Research Methods and Topics for the History of Rhetoric"; Proceedings of the Speech Communications Association Doctoral Honors Seminar (Ann Arbor, Michigan, March 3-5, 1978).
Pub Date 78
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Discourse Analysis, European History, Historical Criticism, Literary Criticism, *Literary History, Medieval History, Persuasive Discourse, *Philosophy, *Research Methodology, *Rhetoric, *Rhetorical Criticism
Identifiers—Aristotle, Cicero (Marcus Tullius), Mill (John Stuart), Ovid (Publius Ovidius Naso), Whately (Richard)
The interpretation of the history of rhetoric was the subject of the seminar reported in this document. After a preface and a discussion of the "promise" of rhetoric, abstracts of seminar presentations are grouped under the headings of rhetoric and culture, rhetoric and philosophy, methodological considerations, and discourse analysis. Abstracts deal with the following topics: selected functions of myth in ceremonial oratory; radical visions and American dreams; theoretical and methodological considerations in contemporary rhetorical history; the problem of volition in the history of rhetorical theory; Aristotle's example of rhetorical induction; the rhetoric of public discussion and John Stuart Mill's "On Liberty"; the scope of Richard Whately's rhetoric; eloquence as a cultural ideal; research methods for English rhetoric of the early sixteenth century; the importance of commentaries for the study of medieval rhetoric; the late tenth century monk Aelfric as rhetorician; the relationships of rhetoric, poetic, and music in late medieval and renaissance thought; argument and Cicero's "Pro Milone"; reading in Hellenic Greece; a rhetorical analysis of Caesar's prebattle speeches; and rhetoric in Ovid's "Heroides." (Ordering information for the complete documents is enclosed.) (DF)

ED 157 135 CS 502 191
Valentine, Carol Ann, Ed.
[Thematic Issue: Interpretation Beyond the Classroom.]
Arizona Communication and Theatre Association.
Pub Date 78
Note—37p.
Journal Cit—Journal of the Arizona Communication and Theatre Association; v9 Entire Issue Spr 1978
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Correctional Education, *Educational Alternatives, Educational Programs, *Group Activities, *Group Dynamics, *Interpretive Reading, Speech Communication, Theater Arts, Womens Education
The five papers that constitute this issue of the "Journal of the Arizona Communication and Theatre Association" represent interest in a direction for interpretation studies which has proved rewarding for traditional students as well as for people outside typical classroom settings. With literature firmly at the center, many teachers and scholars are expanding their view of both research and performance in interpretation to include creation of interpretation events, formulation of training and development programs, and studies in attitude change, small group development, leisure time activity, and self discovery. The authors of the articles have had personal experience with such an expanded view of the interpretation field: one with prison settings, one with women's awareness groups, one with content analysis of small groups in rehearsal situations, and one with liturgical settings. This issue concludes with a conversation with Arizona State University professor Janet G. Elsea, a pioneer in developing and teaching the concept of interpretation in its social contexts. (Author/JF)

ED 157 136 CS 502 192
Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through November 1977 (Vol. 37 No. 9 through Vol. 38 No. 5).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 78
Note—11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Business Administration, *Business Communication, Business Correspondence, Business Education, Business English, Communication (Thought Transfer), Consultants, Higher Education, *Information Dissemination, *Intercommunication, Listening Skills, *Management Information Systems, *Organizational Communication, *Systems Concepts, Utilities
Identifiers—*Audits, Minnesota, University of Kansas
This document is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with a variety of topics, including the following: an examination of investors' understanding of auditing reports; the development and implementation of a communication audit related to selected systems concepts; the communication between the University of Minnesota and the 1975 Minnesota state legislature; organizational communication consulting as studied in consultant practices and prescriptions; communication distortions in a large organization; the role of personality characteristics in written business communication; a comparative analysis of selected organizational variables in a public utility company; lines of communication in the University of Kansas described by the system-semantics methodology; organizational communication to and from the office of presidents of institutions of higher education; error acceptability in written business communication as perceived by business educators and by business communicators; an experimental study to determine the effects of listening skills training on achievement and attitudes in a college business communication course; and communication and interorganizational relationships among complex organizations in social service settings. (DF)

ED 157 137 CS 502 193
Fletcher, James E. *Surlin, Stuart H.*
Mass Communication Instruction in the Secondary School.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 78
Contract—400-75-0029
Note—153p.
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($5.00 member, $5.50 nonmember)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Cocurricular Activities, Communication (Thought Transfer), *Communications, *Curriculum Development, Educational Needs, *Educational Research, *High School Curriculum, *Mass Media, National Surveys, News Media, Personnel Selection, Secondary Education, *Speech Communication, Vocational Education
Identifiers—Information Analysis Products
The steady increase of mass communication instruction in secondary schools has resulted from the demands by educators and the public for programs to help students cope with the impact and potential of mass media. This book describes the status and potential of mass communication instruction in secondary schools. Following an introductory chapter on understanding mass communication, the second chapter reports the results of a study in which 50 state officers of education were polled regarding the status of such instruction in their schools. Chapter three deals with the relationship between mass communication and personal development. In chapter four, the assessment of value-laden mass communication is discussed, and chapter five addresses the institutional approach to the study of mass media, the organization of media as indicators of priorities. Chapter six is devoted to the vocational approach to the teaching of the subject, aiming at preparing students for a career. The use of cocurricular activities to provide additional training and experience for the interested student is the topic of chapter seven. Chapter eight addresses the administrative problems of developing and maintaining a program, especially costs and staffing. Appendixes include the survey questionnaire and data and a list of competencies for prospective staff in mass communication. (DF)

ED 157 138 CS 502 194
Covert, Anita *Thomas, Gordon L.*
Communication Games and Simulations.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 78
Contract—400-75-0029
Note—46p.; Theory & Research Into Practice Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.60 member, $1.75 nonmember)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Classroom Games, Educational Games, *Educational Theories, Higher Education, Junior Colleges, Learning Activities, Senior High Schools, *Simulation, *Speech Communication, *Teaching Techniques
Identifiers—Information Analysis Products
Games and simulations can be thought of as experiential learning activities for classroom use. Games are activities in which people agree to abide by a set of conditions in order to attain a desired state or end, and simulations are activities that model reality. In this publication, it is suggested that five dimensions be considered in categorizing a game or simulation: degree of action, degree of resemblance to real life, degree of intellectual content, degree of affective content, and degree to which the participant is required to take part in the exercise. Theoretical considerations include the following: the purpose of using games and simulations; disadvantages and cautions in the use of these activities; criteria for selecting an exercise; the process of implementing an activity, including connecting the experience to students' lives and evaluating performance; and creating and modifying original games or simulations. In the practice section, a number of games and simulations are described that relate to theories and concepts in the field of speech communication; all were created by high school and college teachers and students. Each activity includes objectives, directions, and a discussion guide. (DF)

EA

ED 157 139 EA 010 508
Parson, Steve R.
Strength Through Cooperation: Examples of Cooperation Between Community Education and Cooperative Extension.
National Community Education Association, Flint, Mich.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date Nov 77
Note—36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Community Education, Community Resources, Elementary Secondary Education, *Extension Agents, *Interagency Cooperation, Resource Guides
Identifiers—Cooperative Extension Service
This publication presents a collection of brief examples of cooperation between community education and the Cooperative Extension Service provided by state land-grant universities, the United States Department of Agriculture, and local governments, working together. These examples, collected from across the nation, fall into six categories: (1) local community education development, (2) statewide planning, (3) staff development, (4) programming, (5) cooperative program promotion, and (6) interagency cooperation. Names and addresses of contact persons who can provide further information are included when possible. (Author/PGD)

ED 157 140 EA 010 640
Schwartzrock, Herman T.
The Development and Implementation of An Arts-Oriented Alternative School.
Pub Date Dec 77
Note—156p.; Ph.D. Dissertation, University of Oregon
Available from—University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 78-

10213; Academic price $8.25 microform, $16.50 paper; Non-academic price $11.00 microform, $22.00 paper; Orders must be prepaid)

Document Not Available from EDRS.

Descriptors—*Alternative Schools, Educational History, Elementary Education, Parent Attitudes, Program Descriptions, *Program Development, Questionnaires, School Organization, Shared Facilities, Student Opinion, Teacher Attitudes

Identifiers—Eugene Public Schools OR, Magnet Schools

Spurred by the success of a pilot program in arts-centered education developed under the Interdisciplinary Model Programs in the Arts for Children and Teachers (IMPACT) project, the Eugene, Oregon, schools established a Magnet Arts alternative school for 150 elementary students. Sharing space and classified staff with a traditional school, it provided its own teachers, each specializing in one of the arts areas. The curriculum was based on the premise that the arts provide the best vehicle for teaching the basic skills and developing the individual intellectually, emotionally, aesthetically, spiritually, and physically. Organized in a modified version of cross-age grouping, students worked in several rooms and with different teachers during each day, and had less restrictive rules for behavior than those in the traditional program. While the program proved popular, there were elements of dissatisfaction. Parents felt basic skills were underemphasized. Clashes between the alternative program and the traditional program caused difficulty. Too many students with behavior problems were allowed into the program. The teachers' role in program planning was too strenuous, calling for up to four meetings a week. A detailed analysis of student, teacher, and parent attitudes toward the program as revealed in a questionnaire is included. (Author/PGD)

ED 157 141 EA 010 641

Fitzgerald, John Gershman, Janis

Managerial Attitudes Towards Part-Time Employment: A Study of Supervisory Personnel at the Toronto Board of Education. No. 146.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Sep 77

Note 23p.

Available from—Toronto Board of Education, 155 College Street, Toronto, Ontario, Canada M5T 1P6 ($2.00 for first copy, $1.00 for each additional copy)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Employer Attitudes, Foreign Countries, *Part Time Jobs, Questionnaires

Identifiers—Canada, Toronto Board of Education

Those supervisory personnel at the Toronto Board of Education responding to a questionnaire on part-time employment (94 respondents out of 176 supervisors, or 53.4 percent) do not generally believe that more part-time jobs can or should be created in their departments. Employment of staff on a part-time basis is regarded by the respondents as more likely to be disadvantageous than beneficial, with the operating efficiency of the board most likely to suffer. Perceived benefits and disadvantages of part-time employment are discussed, and the original questionnaire is appended. (Author/PGD)

ED 157 142 EA 010 666

Stanton, Jim And Others

Resource Guide and Bibliography on School Councils.

Institute for Responsive Education, Boston, Mass.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date [78]

Note—104p.; For a related document, see EA 010 667; Organization Directory at back may be marginally legible due to green paper and small print

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Advisory Committees, *Annotated Bibliographies, Citizen Participation, *Citizens Councils, Community Involvement, *Directories, Elementary Secondary Education, Organizations (Groups), *Resource Guides

While membership in school councils is estimated at 1,200,000, mostly as a result of regulations connected with federal programs, the actual effectiveness of school councils remains low. Administrators, school boards, and parent organizations often look on councils with suspicion and withhold needed support. To be effective councils need access to three categories of resources: empowerment resources (budget, staff, and communications capability), development resources (help in utilizing skill development and information sharing), and information resources for taking action on school-related issues. This document discusses the nature of these needs and provides an annotated listing of materials and organizations that can be of assistance in understanding and obtaining the resources required. (Author/PGD)

ED 157 143 95 EA 010 667

Davies, Don And Others

Sharing the Power? A Report on the Status of School Councils in the 1970's.

Institute for Responsive Education, Boston, Mass.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date [77]

Note—87p.; For a related document, see EA 010 666

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Advisory Committees, Citizen Participation, *Citizens Councils, Community Role, Elementary Secondary Education, *Power Structure, School Community Relationship

An examination of the authority, the structure, and the activities of school councils, as revealed through relevant literature, field visits, workshops, interviews, and other channels open to the Institute for Responsive Education, reveals that most councils have little responsibility or power to affect educational decision-making, and rarely are given the opportunity to use such power when they do have it. The gap between what is expected from councils and what they actually achieve is due largely to "environmental forces" in the councils' relations with such groups as principals, school boards, and traditional parent groups, many of which are reluctant to share power. Still, councils have the potential to contribute greatly to education if they receive support in six areas: (1) authority must be decentralized so that councils can participate effectively at the building level; (2) councils must have adequate resources; (3) educators must have access to opportunities to improve their skills at working with parents and councils; (4) councils and other agencies must be encouraged in the coordination of their efforts; (5) councils should represent all aspects of the educational community, preferably by election; and (6) council activities should be well documented and carefully evaluated yearly. (Author/PGD)

ED 157 144 95 EA 010 668

Davies, Don Zerchykov, Ross

Citizen Participation in Education. Annotated Bibliography. Second Edition.

Institute for Responsive Education, Boston, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date Jan 78

Contract—400-76-0115

Note—399p.; For a related document, see ED 088 818 ; Document prepared in part by Optimum Computer Systems, Inc., Education and Human Resources Development Division

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, Advisory Committees, Alternative Schools, *Annotated Bibliographies, Child Advocacy, *Citizen Participation, Citizen Role, Citizens Councils, Community Control, Community Education, Decentralization, Education Vouchers, Elementary Secondary Education, Guides, Information Sources, Manuals, Minority Role, Policy Formation

Over 800 items on citizen participation in educational decision-making, policy development, and school governance in public schools and school systems are described in this annotated bibliography. Major emphasis is on published books, pamphlets, monographs, and articles, although documents obtainable through the Educational Resources Information Center (ERIC) or made publicly available by sponsoring agencies are included. Dissertations are generally not annotated, but those considered potentially useful are listed and references to them in Dissertation Abstracts are indexed. The literature was searched both conventionally and by computer, use being made of the ERIC files, the Social Science Citation Index, Sociology Abstracts, and the Foundation Center Data Bank, as well as periodical and book indexes and dissertation abstracts. Primary emphasis is on the period 1973-1976, with secondary emphasis on 1965-1973. Documents listed in Section 1 deal generally with the role of the "public" in public education. Those in Sections 2 and 3 present analyses of examples, cases, and programs of citizen participation in different issue areas and institutional frameworks. Section 4 concentrates on "How To" material, including information sources. The bibliography is indexed by author, topic, and by the geographical locations figuring in the case studies included. (Author/PGD)

ED 157 145 EA 010 679

Evaluation Report of Multiple-Funded Programs, 1976-77.

California State Dept. of Education, Sacramento.

Pub Date 78

Note—86p.

Available from—California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Elementary Secondary Education, *Federal Aid, *Program Effectiveness, Program Evaluation, *State Aid, Tables (Data)

Identifiers—Bilingual Education Act, *California, *Early Childhood Education Act, Elementary Secondary Education Act Title I, Miller Unruh Reading Act

California has consolidated the administration of funds allocated to its schools through state programs--the Early Childhood Education Act (ECE), the Educationally Disadvantaged Youth Act, the Bilingual Education Act of 1972, and the Miller-Unruh Basic Reading Act--as well as Title I of the Elementary and Secondary Education Act. This report analyzes data on the number and character of program participants, the quality of programs, and student achievement in schools receiving funds from one or more of these sources. The evaluation reveals that over a million students were served and that the number of volunteers involved in school programs more than doubled over the previous school year. Students participating in funded programs tended to be more mobile or transient, more likely to speak second languages, and of lower socioeconomic background than those not served, making comparisons with students in nonparticipating programs inappropriate. Program ratings tended to be good, particularly in grades with ECE funding. Student achievement generally averaged above national norms. Results of two special studies designed to examine indepth the characteristics of ECE schools with increasing and decreasing test scores are also presented. Discussion of the data reported is clarified through use of numerous tables. (Author/PGD)

ED 157 146 EA 010 680

Olsen, Karen

The District Master Plan for School Improvement: Instructions and Suggestions.

California State Dept. of Education, Sacramento.

Pub Date 78

Note—26p.

Available from—California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, Elementary Secondary Education, Guidelines, *Master Plans, School Districts, School Systems, State Programs

Identifiers—California

California's School Improvement Program for grades K-12 requires all participating districts to establish a master plan. This plan is intended to enhance intradistrict communication, provide a context for planning, help establish accountability, allow for the assessment of school and district programs and personnel, and generally clarify the administrative process. Mandated by state law, the two-part plan calls first for a permanent framework of procedures and policies for providing information about the program; for establishing and involving school site councils; for phasing-in schools; for serving students with special

needs; for approving, evaluating, and terminating school programs; and for approving requests for released time. The second part of the plan requires the district to provide an annual description of its program's status. Districts must provide assurance that they will meet requirements for distributing information, providing staff development and school organization activities, inventorying community-based learning, and waiving curriculum requirements for secondary students of proved proficiency. Clarifications and suggestions for implementation are integrated into the statement of planning requirements. (Author/PGD)

ED 157 147 EA 010 681
Liability Insurance in California Public Schools.
California State Dept. of Education, Sacramento.
Pub Date 78
Note—52p.
Available from—California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Elementary Secondary Education, *Insurance Programs, Junior Colleges, Questionnaires, *State Surveys, Statistical Data, *Tables (Data)
Identifiers—California, Liability Insurance
In the mid-1970s, an increased number of high-cost liability lawsuits combined with other financial difficulties insurance companies were experiencing to cause drastic increases in insurance rates for schools and a reluctance on the part of insurance carriers to provide liability coverage. Questionnaires returned by county and district school superintendents and superintendents of community college districts in California reported current levels of liability coverage. The data, covering a period from 1974-75 through 1977-78, reveal that, although premiums have increased over 300 percent, the market for primary coverage is becoming more limited and insurance companies prefer providing excess coverage to basic coverage. While claims made against insurance were higher than the cost of premiums in 1974-75, by 1976-77 claims amounted to only half the cost of premiums. High school districts, however, consistently made claims higher than their premium costs. Other data, shown in extensive tables, cover deductibles and significant exclusions of coverage. County-wide insurance policies in three counties are treated separately. The questionnaire is included, as are the respondents' suggestions for solutions to the insurance problem. (Author/PGD)

ED 157 148 EA 010 683
Bertram, Charles L. *Sonis, Pamela B.*
An Examination of the Relationships Between Research Methodologies and Study Characteristics of 57 Selected Needs Sensing Activities.
Pub Date 28 Mar 78
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Bibliographies, Elementary Secondary Education, Needs Assessment, *Research Methodology
A call for the results of needs assessment studies conducted in fourteen states in or near the Appalachian Region brought over fifty responses. Analysis of these responses showed that more needs assessment is carried out by bureaus or divisions of research, planning, and evaluation than by central administration or other programmatic divisions. As the intent of most studies was to determine the current status of educational needs, tests and questionnaires served as the prevailing methodologies. Tests were most frequently used to assess needs in specific subject areas, while questionnaires served in studies of a more general nature. This report classifies the needs assessment studies discussed by type of agency, type of office, purpose, length of report, coverage, intended user, and assessment procedure. (Author/PGD)

ED 157 149 95 EA 010 684
Podemski, Richard S.
National Level Internship Program. Part 1: Program Description.
University Council for Educational Administration, Columbus, Ohio.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Bureau No—451AH70134
Pub Date Jun 77
Grant—007602970
Note—65p.; For a related document, see EA 010 685
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrative Personnel, Administrator Education, *Field Experience Programs, Higher Education, *Internship Programs, Leadership Training, Program Descriptions, Program Development, Special Education
Identifiers—National Level Internship Program
The National Level Internship Program is designed to give eight students at the doctoral level in educational administration the opportunity to work for a year in federal or private, special or general education agencies at the national level. The purpose is to provide training to a new generation of educational leaders at a time when the need to coordinate efforts in general and special education is crucial. Objectives stated for the interns include understanding the relationships among education agencies, both public and private; understanding the development of policy, programs, and legislation; and understanding the leadership roles and problems of educational agencies. Skills to be developed by interns included problem-solving and coping with change. This document discusses the program's methodology and describes the evolution of procedures used in the program's operation. (Author/PGD)

ED 157 150 95 EA 010 685
Unger, Barry
National Level Internship Program. Part 2: Evaluation and Evolution: The National Level Internship Program and the First Three Years of Development.
University Council for Educational Administration, Columbus, Ohio.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Bureau No—451AH70134
Pub Date Jun 77
Grant—007602970
Note—174p.; For a related document, see EA 010 684
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Administrative Personnel, *Field Experience Programs, Higher Education, *Internship Programs, Leadership Training, Program Descriptions, Program Development, *Program Evaluation, Questionnaires, Special Education
Identifiers—National Level Internship Program
The University Council for Educational Administration's internal evaluation of its National Level Internship Program was designed to perform two functions. First, it was intended to help the program improve itself as it went along. This involved use of intervention methods stressing the potential for the evaluation process itself to influence what the evaluation measures. Second, the evaluation provided a retrospective description of the program and its changes. Information was gathered from the interns, from their home universities, from the national level agencies in which they worked, and from their employers after the conclusion of their internships. Several different questionnaires were used, as well as personal and telephone interviews. The program itself is designed to give doctoral level students in general or special educational administration experience in leadership at the national agency level in the complementary area (that is, general education students received experience in special education, and vice versa). The evaluation reveals the internship program as a positive experience marred by incomplete planning and faulty communications. The program's intent to increase understanding between general and special education professionals seems to have been met, judging from the attitudes and actions of ex-interns. (Author/PGD)

ED 157 151 EA 010 693
Balles, Nancy J.
The Unenforced Law: Title IX Activity by Federal Agencies other than HEW. Report.
National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date Jan 78
Note—64p.; Summary Tables may not reproduce clearly due to small print
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01840-3; $2.30)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Education, Elementary Secondary Education, *Federal Government, *Federal Legislation, Higher Education, *Interagency Coordination, Legislation, *Sex Discrimination
Identifiers—*Education Amendments 1972 Title IX
The purposes of this report are to identify which federal agencies other than the Department of Health, Education, and Welfare have educational programs covered by Title IX; to survey those agencies to determine if they are enforcing Title IX by means of regulations, orders, or termination of funding; to identify problems of intragovernmental coordination for uniform enforcement. This survey is only preliminary and places emphasis on Title IX's coverage of services or benefits to program participants rather than on coverage of employment. The survey resulted in three major findings. First, of the agencies having education/training programs subject only to Title IX, none has published Title IX regulations although the law is more than five years old. Second, of the agencies with double coverage of their programs, most were unaware of the applicability of Title IX or of the need for intragovernmental coordination of standards and enforcements. Third, there is no lead agency designated by executive order to coordinate enforcement of Title IX and other sex discrimination provisions. (Author/IRT)

ED 157 152 95 EA 010 694
Hurt, Maure, Jr. *And Others*
Who Is Doing What: An Empirical Comparison of N.I.E. and U.S.O.E. Funded Research and Development.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Mar 78
Contract—105-78-1300; 400-76-0117
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Educational Research, Elementary Secondary Education, Federal Aid, *Federal Government, Higher Education, Research Projects, Statistical Data, Tables (Data)
Identifiers—*National Institute of Education, *United States Office of Education
Using as a data base a sample of 1,939 projects dealing with research and development, a comparison was made to determine the qualitative differences in types of projects funded by the National Institute of Education (NIE) and the United States Office of Education (USOE) for children and youth. Variables of interest include type of research, target population, and performing organization. The variable having the greatest explanatory power was type of project, indicating that NIE differed from USOE in greater use of nonprofit organizations to conduct research and in greater emphasis on projects directed at children in general, rather than at special target populations. In part, the differences between NIE and USOE projects are due to legislative mandates, but the differences do exist, can be identified, can be quantified, and can be described in terms of project characteristics. (Author/IRT)

ED 157 153 EA 010 696
[McCloud, Paul I.]
Final Report of the Advisory Task Force on Declining Enrollment.
Tulsa Public Schools, Okla.
Pub Date Feb 78
Note—54p.; Prepared by the Advisory Task Force on Declining Enrollment; Parts of the appendix may not reproduce clearly due to small print; For a related document, see EA 010 697
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Declining Enrollment, Elementary Education, Junior High Schools, *School Buildings, School Organization, Senior High Schools, Tables (Data)
Identifiers—*Tulsa Public Schools OK
Early in its deliberations, the Advisory Task Force on Declining Enrollment divided into six subcommittees, each charged with investigating and making recommendations on one phase of the declining enrollment problem. Part I of this report is made up of digests of the efforts of

these subcommittees. The six areas studied are operational costs per pupil, transportation, standards of quality for buildings and sites, building utilization, alternative uses of school buildings, and grade reorganization. The second mission of the task force was to examine the school system and to make recommendations. Part 2 of this report provides comments on and recommendations for individual schools. An appendix provides information on membership trends and enrollment predictions. (Author/IRT)

ED 157 154 EA 010 697
Zenke, Larry L. McCloud, Paul I.
Can Instructional Quality Be Preserved as Enrollments Decline?
Pub Date 5 Mar 78
Note—22p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, California, March 4-8, 1978); For a related document, see EA 010 696
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Advisory Committees, *Citizen Participation, *Declining Enrollment, Elementary Secondary Education, Program Descriptions, School Buildings, School Closing
Identifiers—*Tulsa Public Schools OK
Recognizing that a solid base of community support was essential if the district was to effectively confront the influences of declining enrollment, the Tulsa public schools organized a group of unbiased but interested community members to study and make recommendations regarding the problem, particularly the utilization of school facilities. A 48-member task force was assembled. The composition of this task force and the recommendations it offered the superintendent are presented along with a list of 17 conditions and problems that a district confronting declining enrollment is likely to face. Ways of responding to each of these conditions and problems are listed. The speakers indicate that instructional quality can be preserved, even enhanced, in spite of declining enrollment if administrators plan ahead; involve the community; consolidate schools, departments, positions, and programs; be flexible; and be positive. (Author/IRT)

ED 157 155 95 EA 010 698
Verheyden-Hilliard, Mary Ellen
Title IX of the Education Amendments of 1972--Its Enforcement and Implementation: A Progress Assessment Memorandum. Final Report.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Secretary's Advisory Committee on the Rights and Responsibilities of Women.
Pub Date Feb 77
Note—146p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Adoption (Ideas), Elementary Secondary Education, Federal Government, *Federal Legislation, Post Secondary Education, Public Policy, *Sex Discrimination
Identifiers—*Education Amendments 1972 Title IX, Office of Civil Rights, Office of Education
The bulk of this report deals with the Office for Civil Rights enforcement of Title IX provisions and the implementation of those provisions within the Education Division of the Department of Health, Education, and Welfare. The committee's recommendations focus on Title IX as it interrelates with federal education policy intent, enforcement by the Office for Civil Rights, implementation by programs in the Education Division, and legislation that could be developed to mainstream Title IX implementation. (Author/IRT)

ED 157 156 EA 010 701
A Feasibility Study on the Impact of Agencies and Codes on University and College Energy Use. Volume I: Executive Summary.
Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
Spons Agency—Office of the Assistant Secretary for Conservation and Solar Applications (DOE), Washington, D.C. Div. of Buildings and Community Systems.
Pub Date Mar 77
Note. 28p.; Tables 1 and 2 may be marginally legible due to small print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Educational Facilities, *Energy Conservation, *Feasibility Studies, Higher Education, State Standards, Tables (Data)
This feasibility study was made to determine the impact of agencies and organizations that review and apply codes and standards to new construction and major renovation projects affecting the ability of colleges and universities to use and conserve energy. The program involved a survey of four representative states--California for a moderate climate, Maryland for a moderate climate, Michigan for a cold climate, and Texas for a warm climate. Within each state, four institutions were analyzed, one from each of the following types: two-year public community or junior college, four-year public college, public university, and four-year private college or university. Among the conclusions are that the process of planning, design, and construction varies widely and has an undetermined impact on energy use and conservation; that public agencies and organizations impact by interpreting and applying specific codes and standards in use; and that the univeristy or college physical plant director or facilities planner has an impact through application of written construction guidelines or established practices during the process of planning, design, and construction. (Author/IRT)

ED 157 157 EA 010 702
A Comparative Study of Seventh and Eighth Grade Programs in the District of Columbia Public Schools.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date Feb 78
Note—45p.; Not available in paper copy due to small print of tables; Table 12 may be illegible
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Case Studies, Comparative Analysis, Curriculum, Elementary Education, Grade 7, Grade 8, Junior High Schools, Questionnaires, *Student Attitudes, Tables (Data)
Identifiers—*District of Columbia Public Schools
The purpose of this study was to review and study the aspects of seventh- and eighth-grade programs located in elementary school buildings in contrast to seventh- and eighth-grade programs in junior high school buildings. Several separate studies were designed and conducted to gather data. One study consisted of a survey of 10 percent of all seventh graders in the school system. A second approach consisted of comparative case studies of four different seventh- and eighth-grade programs, two operating in junior high schools and two operating in elementary schools. The final aspect of the investigation involved compiling and organizing statistical data describing both kinds of programs. Findings indicate that seventh graders attending both elementary schools and junior high schools share a positive attitude toward the academic learning experience in their school and toward the family as a source of help with questions or problems about sex or family life, and a negative view concerning the poor general behavior of most students and the poor reputation of their school in the community. Among the differences is the availability of more diverse facilities, curricula, and extracurricular activities in the junior high schools. (Author/IRT)

ED 157 158 EA 010 703
Giles, T. E. And Others
School Year/School Day Practices and Preferences in Alberta. A Study.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date 31 Oct 77
Note—175p.; Not available in paper copy due to light print of original document; Tables 2.01, 4.02 and 4.06 may be illegible due to small print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrator Attitudes, Boards of Education, *Educational Legislation, Elementary Secondary Education, Foreign Countries, Parent Attitudes, *School Calendars, *School Schedules, State Legislation, Tables (Data), Teacher Attitudes
Identifiers—*Alberta, *Canada
This study inquired into matters related to the school year and the school day and, more specifically, reviewed relevant literature, including provincial acts and regulations from Alberta and other Canadian provinces; determined the manner in which relevant sections of Alberta legislation have been operationalized; analyzed the opinions and preferences of trustees, superintendents, principals, teachers, and parents; and provided recommendations for possible alternatives to existing legislation and operational modes. It was found that, on the average, Alberta schools offered about 190 days of instruction in 1975-76 and that the average amount of instructional time was five hours a day. The groups surveyed expressed general satisfaction with the present length of the school year and the amount of instructional time provided students, and a desire that the traditional summer vacation period be maintained. Among the recommendations was one urging that caution be exercised in the use of the traditional summer vacation period for mandatory instructional activity. (Author/IRT)

ED 157 159 EA 010 704
Education Amendments of 1978. Report No. 95-856 (to accompany S. 1753). 95th Congress, 2d Session. Calendar No. 787.
Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.
Pub Date 78
Note—501p.; For a related document, see EA 010 705; Not available in paper copy due to small print size of original document
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors—*Educational Legislation, Elementary Secondary Education, Federal Aid, *Federal Legislation
Identifiers—Education Amendments 1978
This is the report of the Senate Committee on Human Resources on Senate Bill 1753 to extend the Elementary and Secondary Education Act of 1965. (IRT)

ED 157 160 EA 010 705
A Report on the Education Amendments of 1978, H.R. 15 Together with Additional and Supplemental Views (Including Cost Estimate of the Congressional Budget Office). Report No. 95-1137, 95th Congress, 2d Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date 11 May 78
Note—457p.; For a related document, see EA 010 704; Not available in paper copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Educational Legislation, Elementary Secondary Education, Federal Aid, *Federal Legislation
Identifiers—*Education Amendments 1978
This is the report of the House Committee on Education and Labor on H.R. 15 to extend for five years certain elementary, secondary, and other education programs. (IRT)

ED 157 161 EA 010 706
Wallen, Carl J. Wallen, LaDonna L.
Effective Classroom Management.
Pub Date 78
Note—340p.
Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($14.95; $8.95 paper)
Document Not Available from EDRS.
Descriptors—*Class Management, *Classroom Environment, *Classroom Techniques, Counselor Role, Elementary Secondary Education, *Measurement Techniques, Student Evaluation, Student Teacher Relationship, Teacher Role, Teachers, *Teaching Methods
This book is divided into three sections, one for each of the teacher's major roles--instructional manager, group leader, and counselor. Each section includes theories, conditions, strategies, and assessment techniques necessary for carrying out each of the roles. (Author/IRT)

ED 157 162 EA 010 707
Saxe, Richard W.
Corporate Management and Education.
Pub Date 27 Mar 78
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Centralization, *City Government, Elementary Secondary Education, Foreign Countries, *Governmental Structure, *Government School Relationship, *Team Administration
Identifiers—*Great Britain

Corporate management is a reorganization of local government promulgated in Great Britain by the Bains Report and reinforced by the 1974 reorganization act. It emphasizes that the departmental orientation of much of local government must give way to a broader, unifying, corporate perspective. The example of how corporate management has not worked in Avon is only the most notorious instance of controversy associated with the program. Although corporate management is working in some instances, a list of problems are associated with it. There has been goal displacement and vigorous political infighting between education officers and other chief officers; bureaucracy has proliferated and the promised democratization has not materialized; objectives and standards have not been identified; and educators have not identified with the plan because it was a change mandated from above. There are in this country advocates of plans to place the educational system within city government. It seems likely that any such plan would lead to a more complex bureaucracy that would in turn lead to such problems as less public participation, diminished departmental morale, increased alienation, and increased costs. (Author/IRT)

ED 157 163 EA 010 708
Thorman, Richard I.
The Probable Effect of Declining Enrolments on Average Elementary and Secondary School Teacher's Salary from 1977 to 1986. A Study.
Toronto Board of Education (Ontario).
Pub Date Mar 78
Note—106p.; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Declining Enrollment, Educational Research, Elementary Secondary Education, Enrollment Projections, Foreign Countries, Statistical Data, Tables (Data), *Teacher Salaries
Identifiers—Ontario (Toronto)
Computerized analysis of current statistical data and projected declining enrollments in Metropolitan Toronto show that the decrease in staffing requirements over the next ten years will increase the average salary of teachers in uninflated dollars mainly through the increase in teachers' average experience. Boards with lower than average teaching experience will face a greater increase in average salary than boards with higher than average teaching experience. Attrition rates have an impact less significant than that of experience. An increase or decrease in the pupil/teacher ratio has its greatest impact on average salaries in the first year of implementation. The timing, duration, and magnitude of the impact on average salaries depends on the enrollment projection used. In elementary schools the average salary may increase up to ten percent over ten years, compared to a six percent increase if enrollment were static. In secondary schools the figures are eleven percent compared to six percent. The bulk of this document consists of illustrative tables and graphs. (Author/PGD)

ED 157 164 95 EA 010 709
Grant, W. Vance Lind, C. George
Digest of Education Statistics 1977-78.
National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date 78
Note—234p.; For a related document, see ED 144 248; Not available in paper copy due to small print of original document
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01872-1; $4.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Achievement, Adult Education, Educational Finance, Educational Television, Elementary Secondary Education, Employment Patterns, Enrollment Rate, Federal Programs, International Educational Exchange, Libraries, National Norms, Post Secondary Education, Research, School Holding Power, *Statistical Data, Tables (Data), Teacher Characteristics, Vocational Education
In the fall of 1977 nearly three of every ten persons in the United States were directly involved in the educational process. This publication presents 197 tables and 15 figures breaking down statistical information on this educational activity. The subject matter includes such topics as enrollment patterns, teacher characteristics, school and school district information, retention rates, educational attainment levels, degrees earned, educational finance, educational achievement norms, adult and vocational education, federal programs, employment figures, international educational exchange, libraries, educational television, and research and development funding. Trends are analyzed briefly. (Author/PGD)

ED 157 165 EA 010 710
Director's Report for Senior Semester Program, 1974-75. McKeesport Area Senior High School.
McKeesport Area School District, Pa.
Spons Agency—Richard King Mellon Foundation, Pittsburgh, Pa.
Pub Date Sep 75
Note—69p.; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Field Experience Programs, Program Descriptions, School Community Cooperation, School Industry Relationship, Senior High Schools, *Work Experience Programs
Identifiers—McKeesport Area School District PA, Senior Semester Program
Seniors in Pennsylvania's McKeesport Area Senior High School have the opportunity to spend one semester placed in a local agency, office, or business, in order to learn first-hand the practical aspects of a career or professional field of their choice. During this semester the students normally do not attend daily classes, but meet regularly with a professionally trained facilitator and a group of other students similarly placed. In addition to leading group seminars, the facilitator is responsible for orienting students to the program, obtaining placements, examining the journals required of students, and helping students solve problems that arise at their place of work. Emphasis is placed on the experience as a practical extension of general education rather than as career or vocational training. When students find themselves no longer learning, an attempt is made to change their situations. This document describes all these phases of the Senior Semester Program, as well as discussing the particular needs of the students being served. Documents and forms used in the program compose a substantial set of appendices. (Author/PGD)

ED 157 166 95 EA 010 711
Goertz, Margaret E. And Others
Plain Talk About School Finance.
Educational Testing Service, Princeton, N.J. Education Policy Research Institute.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date May 78
Grant—NIE-G-76-0062
Note—75p.; Not available in paper copy due to small print of original document; Table V may be illegible
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01875-6; $2.30)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Educational Finance, Elementary Secondary Education, *Equalization Aid, *Federal Aid, Finance Reform, *State Aid
The operation of a state's school finance system can be evaluated by viewing it against a set of predetermined goals. This process involves three steps: recognizing the decisions that were made in establishing the system's goals, showing how those goals were translated into policy, and assessing the success of the policy in achieving the goals set. Designed to initiate the nonspecialist in the basic concepts required for such an evaluation, this handbook of four chapters first introduces the topic of school finance and its current prominence. The second, and central, chapter discusses the role of state aid, the kinds of decisions underlying the goals of finance systems, the development of finance plans, the provisions of the major general aid formulas, and the concepts behind assessing a state aid plan's impact. Particular attention is paid to equalization methods. Chapter three describes generally how state and local revenue systems work and don't work. The final chapter covers the role of the federal government and federal aid in school finance. A glossary of 29 concepts in school finance and a bibliography of 55 items conclude the document. (Author/PGD)

ED 157 167 95 *EA 010 712
Halstead, D. Kent
Tax Wealth in Fifty States.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date 78
Note—278p.; Not available in paper copy due to small print size of original document
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01871-3; $5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Comparative Analysis, *Fiscal Capacity, Local Government, Research Methodology, State Government, Statistical Data, Statistical Studies, Tables (Data), *Tax Effort, Taxes
Identifiers—Representative Tax System
This study presents a scheme for yearly, comparative, computation of state and local government tax capacity and effort. Figures for all states for fiscal year 1975 are presented in extensive tables. The system used is a simplified version of the Representative Tax System, which identifies tax bases, determines national average tax rates for those bases, and uses these figures to determine each state's reasonable taxing capacity. The system also provides for comparing actual taxing performance against these capacities to reveal relative tax effort. The methodology for using these measures is investigated in the remainder of the document. Appendices on fiscal capacity and revenue requirements, problems in tax capacity measurement, and personal income as a gauge of fiscal capacity are also included. (Author/PGD)

ED 157 168 EA 010 716
Foote, Tom H.
Alaska's State Aid to Public Schools Formula: Deficiencies, Suggestions, and the Effects of House Bill 212. A Discussion Paper.
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Pub Date May 78
Note—54p.; Not available in paper copy due to marginal legibility of parts of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Elementary Secondary Education, *Finance Reform, Resource Allocations, *State Aid, Statistical Data, Tables (Data)
Identifiers—Alaska, Alaska House Bill 212
Because of its diversity of land and people, the challenge of constructing an equitable state aid formula is probably greater for the state of Alaska than for any state in the union. Alaska's present state-aid formula is deficient in at least eight distinct areas: (1) The labels of the formula variables are not relevant to the quantities they attempt to describe. (2) The formula is unnecessarily complicated. (3) The formula provides strong economic incentives for districts to redistribute either average daily membership counts or actual children from one school to another in order to maximize state aid. (4) The portion of the formula devoted to equalization vis-a-vis property wealth is token at best. (5) There are lower tax rates for richer districts. (6) The formula awards districts for failing to control costs that are controllable. (7) The uncontrollable cost differences within groups are ignored. (8) The all-or-nothing character of the isolation factor neglects the wide range of gradations in the actual district-to-district costs. House Bill 212 has aggravated rather than ameliorated the deficiencies. Remedies for these deficiencies include changes in terminology, structural changes in the formula's theoretical undergirdings, and a simpler goal formula. Such remedies need not yield radical shifts in the present levels of state aid and thereby need not meet with overwhelming pro-status-quo political resistance. (Author/JM)

ED 157 169 EA 010 717
Schwartz, Arthur M. McGowan, Patrick
Declining Enrolment: Implications for British Columbia's Public School System.
Educational Research Inst. of British Columbia, Vancouver.
Pub Date 77
Note—68p.; Not available in paper copy due to small print in parts of original document
Available from—Educational Research Institute of British Columbia, #400 - 515 West 10th Avenue, Vancouver, British Columbia, Canada V5Z 4A8 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Declining Enrollment, Demography, Educational Facilities, Educational Finance, Educational Planning, Enrollment Projections, Foreign Countries, Reduction in Force, *School Closing, Statistical Data, Tables (Data), *Teacher Supply and Demand
Identifiers—British Columbia
This document analyzes the nature and magnitude of enrollment declines that are projected for British Columbia school districts and discusses the implications of reduced enrollment for policy and practice at both provincial and school district levels. In presenting the implications of enrollment decline, the report deals with enrollment projections and their uses in school system organization, the characteristics of effective school district planning, and the implications of enrollment decline for staffing and financing schools, and for providing and maintaining school facilities. Demographic factors underlying enrollment changes are discussed in the appendix. The report recommends changes in legislation and in provincial education finance. (Author/IRT)

ED 157 170 EA 010 718
Estmer, Bo, Comp.
Educational Research and Development at the National Swedish Board of Education. A Summary.
National Swedish Board of Education, Stockholm.
Pub Date 76
Note—93p.; Figures 3-11 have white print on black background and may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, Educational Finance, *Educational Research, Elementary Secondary Education, Foreign Countries, *Program Descriptions, *Research and Development Centers, School Organization
Identifiers—*Sweden
After an explanation of the current organization of primary and secondary education in Sweden; the present state of adult education; the general forms, historical background, and organization of educational research and development work; and the four main sources of financing for education research and development, this document discusses research and development at the National Board of Education. The major purpose of this report is to present a general account of the direction and form of development work and of the actual research and development process, that is, how a project comes into being, how project work is organized, and how results are communicated to various interested parties. (Author/IRT)

ED 157 171 95 EA 010 719
Feldstein, Martin S. Friedman, Bernard
The Expenditure Effects of Alternative Approaches to Compensatory Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [77]
Contract—400-76-0019
Note—25p.; For related documents, see EA 010 720-722
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, *Expenditure Per Student, Federal Aid, *Grants, *Models, *Resource Allocations, Simulation, Tables (Data)
Identifiers—*Elementary Secondary Education Act Title I
The present paper employs a behavioral simulation model and data on 4,693 school districts to provide new information about the expenditure effects of the current Elementary and Secondary Education Act Title I program and three major alternatives. The model examines the likely effect of the four options, differing in the choice of targets (low income versus low-achievement pupils) as well as in the method of allocation (block versus matching grant). The general conclusions are that each program is capable of raising the average level of spending on pupils in the target groups to more than the average level spent on nontarget groups; that there is little difference in the amount of aid or the level of expenditure under the different options; that the grants based on a low-income target appear to be more effective than grants based on a low-achievement target in directing aid to districts with a very large number of low achievers; and that matching grants are more effective per dollar of federal aid in increasing total educational spending. These findings bring into sharp focus the issue of whether compensatory education grants are to be thought of as aid to pupils or to communities. (Author/IRT)

ED 157 172 95 EA 010 720
Feldstein, Martin
Distributing Federal Education Aid to Low Achievement Pupils: The Predicted Achievement Method.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [77]
Contract—400-76-0019
Note—24p.; For related documents, see EA 010 719-722
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, Educational Research, Elementary Education, Elementary Secondary Education, *Federal Aid, Low Income Groups, Mathematical Models, Multiple Regression Analysis, *Resource Allocations, Statistical Analysis, Statistical Data, Tables (Data)
Identifiers—*Elementary Secondary Education Act Title I, *Massachusetts
This paper examines the feasibility of distributing Elementary and Secondary Education Act Title I aid among school districts according to the educational achievement of pupils in each district. The "predicted achievement method" would permit the distribution of aid on the basis of population characteristics in a way that, on average, directs more funds to communities with more low achievement pupils. The evidence for Massachusetts indicates that the multiple regression predicted achievement method would provide a significantly better targeting of funds to low achievement districts than the current method of distributing funds according to the number of children in poverty. The first section of the paper discusses the logic of the predicted achievement method and the way that it would be implemented in practice. Section 2 describes the Massachusetts data used in the analysis. The third and fourth sections present results for mean achievement scores and low achievement scores. (Author/IRT)

ED 157 173 95 EA 010 721
Feldstein, Martin Frisch, Daniel
Local Government Budgeting: The Econometric Comparison of Political and Bureaucratic Models.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [77]
Contract—400-76-0019
Note—23p.; For related documents, see EA 010 719-722; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Budgeting, Educational Research, Elementary Secondary Education, Grants, Mathematical Models, *Political Influences, *Resource Allocations, State Aid, Tables (Data)
Identifiers—*Massachusetts
An interesting econometric problem is to decide whether any given state in the budget process is an example of the political or the bureaucratic model of budgeting. The current paper presents a method of deciding this question and then uses it to study local governmental spending on education. The method is based on the important difference between the effect of intergovernmental aid that is implied by the political budget model and by the bureaucratic model. According to the bureaucratic model, the effect of aid on each category of education input depends only on the change in total educational spending induced by the aid. In contrast, the political budget model implies that the overall expenditure increase is the result of separate decisions on each of the expenditure categories and that the changes in these expenditure categories will depend on the form of the aid. Evidence from examination of data from 105 Massachusetts school districts shows quite clearly that the categorical budgets of the school districts are determined by a political process rather than by the bureaucracy of the school systems. The pattern of educational expenditure as well as its total is thus directly responsive to the preferences of the electorate. (Author/IRT)

ED 157 174 95 EA 010 722
Feldstein, Martin
The Effect of a Differential Add-On Grant: Title I and Local Education Spending.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [77]
Contract—400-76-0019
Note—29p.; For related documents, see EA 010 719-721
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, *Federal Aid, *Grants, Multiple Regression Analysis, *School District Spending, Tables (Data)
Identifiers—*Elementary Secondary Education Act Title I
The purpose of the present paper is to measure the effectiveness of a differential add-on grant program, Title I of the Elementary and Secondary Education Act. The evidence presented shows that this kind of grant program does increase local spending by much more than would be expected of a traditional block grant. The point estimate of the national sample is that 72 cents of each dollar of Title I funds is used to increase school spending. Although the additional specifications that have been estimated suggest that the effectiveness of Title I aid in stimulating local spending may vary among different types of school districts, the estimates support the conclusion that between 50 and 100 percent of the total Title I budget is added to local school spending. These results support the idea that differential add-on grants do operate in a unique way that deserves attention in the general analysis of intergovernmental aid. It would be valuable to examine other federal and state aid programs to assess whether the effectiveness of block grants in other fields is consistent with this distinction between differential and general add-on grants. (Author/IRT)

ED 157 175 EA 010 723
Directory of Nonpublic Schools. State of Washington. 1977-1978.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date 78
Note—19p.; Not available in paper copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Directories, Elementary Secondary Education, Parochial Schools, Preschool Education, *Private Schools
Identifiers—*Washington
As well as listing private schools, preschool through high school, in the state of Washington, this directory lists the members of the Washington State Non-public Education Advisory Committee and the administrators of private school districts. (IRT)

ED 157 176 EA 010 724
Heller, Robert W.
Superintendent Evaluation.
Pub Date Apr 78
Note—25p.; Paper presented at the Annual Meeting of the National School Boards Association (38th, Anaheim, California, April 1-4, 1978); Not available in paper copy due to marginal legibility of figures and charts
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Administrator Evaluation, Boards of Education, Check Lists, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Measurement Instruments, *School Superintendents
As a result of the accountability movement, there is a new interest in superintendent performance evaluation. The new approach to superintendent evaluation demands that superintendents be allowed to help boards of education develop criteria, job descriptions, and performance evaluation processes. A functional system of performance appraisal must be highly structured, complex, ongoing, time-consuming, and somewhat expensive to introduce. Most superintendents desire an evaluation system that (1) measures reality, (2) considers only variables that can be controlled, (3) spells out criteria clearly, (4) is objective, and (5) permits superintendents to have a voice in determining goals

and measurement criteria. One good example of a superintendent appraisal instrument is the job description developed by the New York Iroquois Central School District. This instrument clearly spells out the superintendent's powers, duties, and responsibilities. Another good instrument, developed by Alton Farnsworth at the State University of New York at Albany, deals with both broad areas of performance and specific factors affecting performance. A third excellent example, used by the Alameda Unified School District, lists broad superintendent goals and includes specific objectives, relevant activities, time limits, and criteria for measurement. (Author/JM)

ED 157 177 EA 010 726
Barbarisi, Robert V.
The Client: Working with Linking Agents to Find and Use Resources.
Pub Date Mar 78
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adoption (Ideas), *Change Agents, Curriculum Development, Educational Innovation, Elementary Secondary Education, *Program Development, Reading Programs, Selection
Both linking agents and training consultants can help school systems solve some difficult problems: how to learn about current research and successful programs, and how to adapt and implement promisisng programs. After a successful initial experience obtaining technical assistance from the Network of Innovative Schools, Inc., the Chelsea Public Schools participated with them in a national consortium. Consortium activities focused on finding and adopting a successful innovative approach to teaching reading. In the spring of 1976 a network linking agent and a consortium steering committee assessed local needs and reviewed successful programs. After an extensive indepth study, the linking agent and the steering committee adopted the Exemplary Center for Reading Instruction (ECRI) Program. The linking agent and committee planned an eight-day training and planning workshop to be conducted by a training consultant from the ECRI staff. Although the program is only partially implemented, initial informal evaluation suggests that the training and introduction phases of the program have been successful, and teachers express continuous enthusiasm. Much of this success is credited to the consortium linking agent and the ECRI training consultant. Their success is partially attributed to their nonthreatening relationship to school staff (because they are outsiders) and their total (rather than partial) commitment to the project. (JM)

ED 157 178 EA 010 727
De Pew, Kathryn Hennes, James
Annual Report for 1976-77 on the Educational Accountability Law. Overview of Educational Accountability in Colorado for 1976-77.
Colorado State Dept. of Education, Denver. Accreditation and Accountability Services Unit.
Report No—Education-78-1425-900
Pub Date Apr 78
Note—48p.; Not available in paper copy due to small print of parts of original Document
Available from—Accreditation and Accountability Services Unit, Colorado Department of Education, 201 East Colfax, Denver, Colorado 80203 ($1.00;no charge to Colorado Public School Districts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annual Reports, *Educational Accountability, Educational Planning, Elementary Secondary Education, *State Programs, Tables (Data)
Identifiers—*Colorado
Colorado's Educational Accountability Program was instituted to help schools raise educational quality, to expand student life opportunities, and to provide assistance in comparing the value of school programs with their cost. This program rests on the premise that when a local district and its citizens set educational priorities, design a plan, and monitor it, educational quality will improve. Out of 181 school districts in Colorado, 151 are making satisfactory gains in the development and implementation of the planning/accountability process. Over 1976-77 there has been an increase in the number of districts that have a well-defined, functioning, planning process. There has been a slight decrease in the number of districts just beginning the planning process. Districts that use and are committed to the planning process report improvements in curriculum planning, continuity of learning experiences, quality of the information gathered from program evaluations, and reading achievement in all grades. In districts that set basic skills priorities and design plans to achieve the priorities, pupil performance levels either remain stable or rise. The Colorado Department of Education and the State Accountability Advisory Committee have assisted school districts in program implementation through conferences, consultation, help with need identification, and goal-setting, newsletters, and other resources. (JM)

ED 157 179 EA 010 728
Checklist: Rate Your School for Racism and Sexism.
Racism and Sexism Resource Center for Educators, New York, N.Y.
Spons Agency—Council on Interracial Books for Children, Inc., New York, N.Y.
Pub Date 77
Note—13p.
Available from—Racism/Sexism Resource Center for Educators, 1841 Broadway, Room 300, New York, New York 10023 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Check Lists, Elementary Secondary Education, *Racism, *Sex Discrimination
Through the use of these checklists, participants increase their awareness of racism and sexism in their schools and clarify what they would like to change. The checklists are designed to be administered by a trainer to a group of participants. The trainer first gathers information concerning racial characteristics of the community, degree of integration of the schools, and number and type of district employees of each race and sex. After presenting this information to the participants, the trainer administers the checklists. Both checklists are divided into sections concerning community, school board, administration, teachers, guidance, students, and curriculum. As a supplement to the checklist, examples of institutional racism in education are cited, including biased curricula, culturally-biased IQ tests, tracking, incorrect classification of students as mentally retarded, inequitable school financing, unfair discipline measures, poor teacher expectations and attitudes, and exclusionary hiring procedures. Examples of sexism in education include biased textbooks, unequal teacher expectations, and institutional channeling. (Author/JM)

ED 157 180 95 EA 010 740
Garrett, John R. And Others
"Plus Ca Change . . .": School Crime in an Institutional Perspective.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—37p.; Chapter 12 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavior Theories, *Delinquent Behavior, Disadvantaged Youth, Elementary Secondary Education, *Institutional Research, *Research Methodology, School Environment, *School Vandalism, *Social Science Research, Student School Relationship, Violence
One of 52 theoretical papers on school crime and its relation to poverty, this chapter is an attempt to bridge theory, research, experience, and practical responses in schools encountering crime. Based on extensive work in schools experiencing high rates of violence and vandalism, the authors present a brief review of existing theoretical perspectives and develop a new framework for examining both individual and institutional interchanges and how these interchanges affect delinquency behavior over time. The article presents a methodological approach to research in school settings and discusses access, entry, data collection techniques, and realistic avenues for long-range responses to school crime. (Author/MLF)

ED 157 181 95 EA 010 741
Gold, Martin
Scholastic Experiences, Self-Esteem, and Delinquent Behavior: A Theory for Alternative Schools.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—56p.; Chapter 13 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Academic Achievement, *Alternative Schools, *Behavior Theories, *Delinquent Behavior, Delinquent Rehabilitation, Disadvantaged Youth, *Educational Alternatives, Educational Experience, Elementary Secondary Education, Individualized Programs, Interpersonal Relationship, School Environment, School Vandalism, *Self Concept, *Self Esteem, Student Role, Student Teacher Relationship
One of 52 theoretical papers on school crime and its relation to poverty, this chapter presents theory and data that indicate that alternative educational programs with certain characteristics are a promising method for the prevention and treatment of delinquent behavior. The theory proposes that delinquent behavior is a manifestation of a psychological defense against threats to self-esteem, much of the threat originating in experiences at school. Individualized educational programs that maximize success experiences and provide for more personal teacher-student relationships have the potential to reduce the provocations for and strengthen the controls against delinquency. (Author/MLF)

ED 157 182 95 EA 010 742
Hruska, Jack
Obsolescence of Adolescence.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—39p.; Chapter 14 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adolescence, Community Involvement, *Delinquent Behavior, Disadvantaged Youth, Family Environment, School Environment, School Vandalism, Secondary Education, *Self Actualization, *Social Change, *Student Needs, Student Role, Student School Relationship, Work Environment
One of 52 theoretical papers on school crime and its relation to poverty, this chapter states that the problem of school crime is not a school problem, but a cultural problem manifesting itself in schools. The cultural shifts of the last generation are creating adolescent needs that schools were never organized to deal with, and, therefore, schools lack the basic structural resources to satisfy these new needs. Schools were developed in an era when adolescents were an economic asset in the home, on the farm, and in the community. As America moved from a rural, labor-intensive community to a suburban, capital-intensive society, the activity-rich life of adolescents disappeared. It is necessary to recognize that school is not a satisfactory solution in the development of all adolescents, and neither is the historical fallback position of letting them drop out of school to enter full-time employment. Rather, the challenge to society is to create new roles for adolescents--to restructure societal institutions so that adolescents have meaningful tasks, meaningful relationships with adults, and meaningful opportunities for being creative, being productive, and being useful. (Author/MLF)

ED 157 183 95 EA 010 743
Ianni, Francis A. J.
School Violence and the Social Organization of High Schools.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—39p.; Chapter 15 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavior Theories, *Delinquent Behavior, *High School Organization, Models, School Environment, *School Vandalism, Secondary Education, Socialization, *Social Science Research, *Social Structure, *Violence

One of 52 theoretical papers on school crime and its relation to poverty, this chapter, based on the findings of an indepth study of the social organization of the American high school, provides a new, school-specific way of examining the problem of school crime and violence. The study, which made use of field methodology, addressed two basic questions: "What is the code of rules which makes the high school a social system?" and "How do people learn to play this game?" Data collected enabled researchers to describe four major structural domains of socialization transactions (the teaching-learning structure, the authority-power structure, the peer-group structure, the cross-group structures) and three major processes of social action by which the four structures are operationalized in the social organization (sorting, territoriality, rule making, and rule breaking). It is suggested that this model of the social organization of the American high school, in isolating what is school-specific about crime and violence in schools, may enable educators to develop a means of effectively dealing with the problem. (Author/MLF)

ED 157 184 95 EA 010 744

Kaminsky, Kenneth

Affective Education: A Positive Approach to School Crime.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Feb 78

Note—25p.; Chapter 16 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Affective Objectives, *Delinquency Prevention, *Delinquent Behavior, Disadvantaged Youth, Drug Abuse, Elementary Secondary Education, *Humanistic Education, School Vandalism, Self Actualization, *Self Esteem, Student School Relationship, Student Teacher Relationship, Values

One of 52 theoretical papers on school crime and its relation to poverty, this chapter examines the relationship between the major goal of affective educational programs--improved student self-esteem--and school crime. The author believes that by focusing on the whole person, not just the cognitive domain, schools can have an impact on the school crime problem. The theory and ground rules of two well-known affective education programs, Schools Without Failure and Values Clarification, are presented with examples and research data. (Author/MLF)

ED 157 185 95 EA 010 745

Kaplan, William

Rebellion Against Authority in High Schools.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Illinois State Law Enforcement Commission, Springfield.; National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Feb 78

Grant 75NI-99-0013; 76JN-99-0004; 77JN-99-0005

Note—37p.; Chapter 17 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Behavior Theories, *Delinquent Behavior, Discipline Problems, *Peer Influence, *Power Structure, Secondary Education, Self Concept, Social Status, *Status Need, *Student School Relationship, Suspension, Tracking, Truancy

One of 52 theoretical papers on school crime and its relation to poverty, this chapter examines rebellion against authority in high school from the perspective of school status theories. Extending such theories beyond concern with the immediate response to academic status and structural inequality, this paper addresses the broader issue of legitimacy of authority in high school. Using data from a statewide sample of 3,100 adolescents in Illinois the paper also examines the process of peer support for rebellious behavior. (Author/MLF)

ED 157 186 95 EA 010 746

Kulka, Richard A. And Others

School Crime as a Function of Person-Environment Fit.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Feb 78

Note—72p.; Chapter 18 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavior Theories, *Delinquent Behavior, Disadvantaged Youth, Educational Experience, Elementary Secondary Education, Environmental Influences, *Individual Characteristics, *Literature Reviews, *Models, Research Methodology, *School Environment, *School Vandalism, Student Needs, Student Role, Student School Relationship, Violence

One of 52 theoretical papers on school crime and its relation to poverty, this chapter proposes that school crime and disruption be conceptualized as a function of the congruence or fit between the personal characteristics of individual students and the social environments of the schools they attend. In developing a conceptual model, a selective review of the literature on juvenile delinquency is presented, identifying substantive and methodological strengths and weaknesses of past and current approaches. Second, the prerequisites for an adequate theory of delinquent behavior are specified, followed by a general description of a model of person-environment fit. Third, the relation of this model to delinquent behavior and school crime is described, emphasizing the importance of the school experience and specifying the major components of the model by reference to the school context. Fourth, the model is applied to selected theories and empirical results available from the current literature on delinquency and school crime, and data from two recent studies of adolescents are presented that lend support to the model and emphasize the unitary relationship between school crime or disruption and delinquent behavior in general. Finally, based on the preceding discussion, some general implications and conclusions are drawn. (Author/MLF)

ED 157 187 95 EA 010 747

Leming, James S.

Moralization Paradigms, Poverty, and School Crime: Analysis and Implications.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Feb 78

Note—33p.; Chapter 19 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavior Theories, *Delinquent Behavior, *Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Humanistic Education, *Moral Values, School Environment, *School Vandalism

One of 52 theoretical papers on school crime and its relation to poverty, this chapter presents four moralization paradigms (psychoanalytic, social learning, humanistic, and cognitive-developmental) as explanatory hypotheses for the relationship between poverty and school crime. The paper takes the position that no one paradigm is sufficient to account completely for school crime. Each paradigm is useful in explaining the moral orientations found both within and between individuals involved in school crime. Recent work in moral education is presented under each of the paradigms as a source for the prevention and control of school crime. It is concluded that an awareness of the complexities involved in the moral orientations of youth is a necessary first step in the development of broad-based approaches to the prevention and control of school crime. (Author/MLF)

ED 157 188 95 EA 010 748

Lesser, Philip

Poverty, School Control Patterns, and Student Disruption.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Feb 78

Note—52p.; Chapter 20 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavior Theories, *Delinquent Behavior, *Disadvantaged Youth, *Discipline Policy, *Economically Disadvantaged, Elementary Secondary Education, School Environment, *School Organization, *School Vandalism, Student Needs

One of 52 theoretical papers on school crime and its relation to poverty, this chapter, by exploring the relationships among poverty, the ways schools are organized, and student disruption, generates notions that will help in developing a theoretical perspective on school disruption in terms of the various control patterns of school organization. This analysis suggests that school organizations emphasizing rule-oriented patterns of control experience more disruption than do schools that stress development of student commitment by way of normative controls. The paper begins by examining several research traditions regarding school disruption and reviewing categories of explanations. After discussing the presumed relationship of poverty and school disruption, a theoretical framework based on an organizational analysis of school control is suggested. Finally, solutions to school disruption are discussed in terms of the extent to which they stress either rule-oriented or norm-oriented patterns of control. (Author/MLF)

ED 157 189 95 EA 010 749

Liazos, Alexander

School, Alienation, and Delinquency.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Feb 78

Note—39p.; Chapter 21 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Delinquent Behavior, Delinquent Rehabilitation, *Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Lower Class Students, School Environment, School Vandalism, *Social Change, Socialism, Social Stratification, *Student Alienation, Work Attitudes, *Work Environment

One of 52 theoretical papers on school crime and its relation to poverty, this chapter states that social scientists and others have argued that schools contribute to delinquency by their failure to prepare students properly for later life. It follows that the solution is better schools and better education. The author argues that schools make delinquents because of their success, not their failure. Under the present economic system, schools must prepare youth, especially of the lower classes, for alienated work and lives. Youth become "delinquents" when they try to reject this destiny. It follows that it is the society and economy that must change first, since they demand alienated labor, before schools can prepare people for liberated lives. (Author/MLF)

ED 157 190 95 EA 010 750

MacDonald, Scott Oden, Chester, Jr.

School Crime and Belongingness.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Feb 78

Note—53p.; Chapter 22 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adjustment (to Environment), *Delinquent Behavior, *Disadvantaged Youth, Discipline Problems, Dormitories, Elementary Secondary Education, *Group Dynamics, Group Experience, *Group Guidance, Intervention, *Peer Influence, Residential Centers, School Vandalism, *Vocational Training Centers

One of 52 theoretical papers on school crime and its relation to poverty, this chapter discusses the results of three studies made of subjects in a residential vocational training center for youth. The first study correlated demographic, medical

history, and behavioral variables to center adjustment. The second study examined possible relationships between number of visits to the dispensary and misbehavior and other overt indications of stress. The third study concerned the effect of an autonomous groups program on the incidence of misbehavior. The effect was not only a reduction in incidence of minor and major misconduct, but the stimulation of individuals' anticipation regarding how their friends would view their behavioral offenses. Apparently such anticipation resulted in enhanced efforts toward positive adjustment. Other anecdotal evidence supported the findings of the third study that a sense of belongingness on the part of youth is an important factor in stimulating anticipation of the consequences of behavior. (Author/MLF)

ED 157 191 95 EA 010 751
Marrola, Joseph A. And Others
Schools: Antiquated Systems of Social Control.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—31p.; Chapter 23 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Delinquent Behavior, Disadvantaged Youth, *Peer Influence, *School Environment, *School Vandalism, Secondary Education, Student Alienation, Student Participation, *Student School Relationship, *Violence
One of 52 theoretical papers on school crime and its relation to poverty, this chapter considers the perspective that violence and vandalism in schools are a structural rather than a personal problem. Various facets of the schooling process are discussed with an emphasis on past and present meaning of forms of social control and how these may be dysfunctional to the learning process and contribute to delinquency and vandalism. The meaning of the school experience to the student is crucial, and consensus of perspective is necessary to achieve social order. Why the latter is not being achieved is discussed, and suggestions for change are presented. (Author/MLF)

ED 157 192 95 EA 010 752
Newman, Joan Newman, Graeme
Crime and Punishment in the Schooling Process: A Historical Analysis.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—35p.; Chapter 24 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Corporal Punishment, *Delinquent Behavior, Disadvantaged Youth, *Discipline Policy, *Educational History, Elementary Secondary Education, Higher Education, *Punishment, School Environment, *School Vandalism, Violence
One of 52 theoretical papers on school crime and its relation to poverty, this chapter examines the historical validity of two popular beliefs concerning the "crisis of discipline" in schools. One is that it is something special to this turbulent age, and the other is that school violence and crime have increased because we have relaxed our discipline. The authors conclude that, while it is probable that school violence and crime have increased in this century, the increase is not sufficient to warrant the conclusions that it has resulted from the relaxation of discipline. Until this century, schools have traditionally been places of violence--where teachers severely corporally punished their students, and where students frequently rose up in rebellion, riots, and mutinies. In comparison, this century has seen an incredible delimiting of severe corporal punishment (although it is still widely used), which has not been matched with an equally severe increase in school violence. (Author/MLF)

ED 157 193 95 EA 010 753
Noblit, George W. Collins, Thomas W.
Order and Disruption in a Desegregated High School.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Contract—400-76-0009
Note—37p.; Chapter 25 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Administrator Role, Bureaucracy, Delinquent Behavior, Disadvantaged Youth, *Discipline Policy, *Discipline Problems, High School Organization, *Principals, School Environment, *School Integration, School Vandalism, Secondary Education, *Student School Relationship
One of 52 theoretical papers on school crime and its relation to poverty, this chapter, by utilizing ethnographic data, develops an understanding of the interrelationships among administrative styles, deterrence, commitment, and disruption. The effect of change in administrative styles on the character of order and disruption in a desegregated southern high school is examined. The concern of this paper is primarily with control systems and their effects, and not with the incidence of misbehavior. The data were drawn from an ongoing ethnographic study geared to investigate the process of interracial schooling. Additional data are presented from an ethnography of another high school in a different southern city to facilitate the formulation of conclusions. The paper concludes that a highly representative governance system fosters commitment in the vast majority of school participants. The participants have a major role in making and revising the rules, and, thus, when caught violating them, they are hard pressed to question the legitimacy of those rules. (Author/MLF)

ED 157 194 95 EA 010 754
Oden, Chester W., Jr. Mac Donald, W. Scott
Human Relations in School Settings.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—28p.; Chapter 26 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Changing Attitudes, Civil Rights, Elementary Secondary Education, Handicapped, Higher Education, *Human Relations Programs, *Labeling (of Persons), *Minority Groups, Racial Discrimination, *Teacher Attitudes
One of 52 theoretical papers on school crime and its relation to poverty, this chapter discusses experiences in the Human Relations Program at the University of Minnesota. The program has developed from one that offers undergraduate and graduate courses in human relations to one that also responds to requests from community agencies other than the schools for service, consultation, and evaluation. The broad range of concerns in the program includes examination of discrimination in laws, traditions, and practices of institutional racism, and how discriminatory attitudes affect both victims and members of the dominant group. The concern in this paper is focused on the attitudes and biases of teachers and how they influence current practices in the classroom and elsewhere in the school. (Author/MLF)

ED 157 195 95 EA 010 755
Phillips, John C.
The Creation of Deviant Behavior in American High Schools.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—61p.; Chapter 27 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Academic Failure, *Behavior Theories, *Delinquent Behavior, Disadvantaged Youth, *Peer Influence, School Vandalism, Secondary Education, *Status Need, Student Participation, *Student School Relationship, Student Subcultures
One of 52 theoretical papers on school crime and its relation to poverty, this chapter presents an institutional product theory of school crime, along with related evidence and a preliminary test of the theory. Two theoretical traditions, Albert Cohen's "delinquent subculture" theory and the social psychological "cognitive balance" theory, can predict a causal chain linking school failure to various forms of deviant behavior via "affect toward school" and "deviant subgroup involvement." A study of male students in two central New York State high schools supports the causal chain with the exception that "affect toward school" does not appear to intervene between "school failure" and the subsequent variables in the causal chain. Theoretical and practical implications are discussed. (Author/MLF)

ED 157 196 95 EA 010 756
Pooley, Richard C.
An Integrated, Community-Based Approach to the Diagnosis and Treatment of Disturbing Behaviors Shown by Children and Families.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—62p.; Chapter 28 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavior Problems, Behavior Theories, Delinquent Behavior, Disadvantaged Youth, Elementary Education, Family Counseling, *Human Services, *Learning Disabilities, *Neighborhood Centers, *Program Descriptions, School Vandalism
One of 52 theoretical papers on school crime and its relation to poverty, this chapter describes an interdisciplinary treatment program called the Pendleton Project. In this discussion, certain salient dimensions of the problem and its treatment are developed in some detail, namely, the diagnosis and treatment of learning disabilities and methods to establish attachment between the disturbing child, his family, and the social order in general. Strategies to extend innovation approaches to problem-solving are presented in the discussion of the practice of behavioral treatment and research activities associated with the practice. Topics include the community-based treatment of behavior disorders, theoretical considerations of delinquency, theoretical considerations of treatment, program development, and staff development. These topics are discussed in terms of principles of treatment, educational goals and deficits, short-term residential treatment, outclient treatment, and research associated with such treatment. Some conclusions are drawn that are likely to be useful to those interested in replicating the project. The sources used are previous research and literature on the subject and the personal observations of the author and associates. (Author/MLF)

ED 157 197 95 EA 010 757
Quay, Herbert C.
School Crime and Conduct Disorder.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—33p.; Chapter 29 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavior Change, *Behavior Theories, *Conduct, *Delinquent Behavior, Disadvantaged Youth, Elementary Secondary Education, *School Environment, *School Vandalism
One of 52 theoretical papers on school crime and its relation to poverty, this chapter claims that considering school crime as primarily a manifestation of conduct disorder permits a better understanding of its nature, origin, and treatment. Research into the nature and origin of conduct disorder is discussed. Studies demonstrating successful treatment strategies carried out within the school context are reviewed. (Author/MLF)

ED 157 198 95 EA 010 758
Reilly, Dennis M.
Coping with Vandalism in Family, School, and Community.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78

Note—32p.; Chapter 30 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavior Theories, *Delinquency Prevention, *Delinquent Behavior, Disadvantaged Youth, *Family Problems, *Intervention, Models, *School Vandalism

One of 52 theoretical papers on school crime and its relation to poverty, this chapter states that youthful vandalism is a multidetermined problem that has its roots not simply in the personality of the vandal but also in interaction with peer, family, and community systems. The costs of vandalism are noted, and various intrapsychic and sociocultural theories of causation are reviewed. A general theory of delinquency is proposed, that emphasizes the central role of the family as the mediating system between the individual and society. Finally, a model is proposed for dealing with vandalism that includes school-based prevention, the principle of personal reparations, family therapy, and recommendations for broader social changes. (Author/MLF)

ED 157 199 95 EA 010 759
Rodman, Hyman
Poverty and Delinquency: A Theoretical Review.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Feb 78
Note—37p.; Chapter 31 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavior Theories, *Delinquent Behavior, *Disadvantaged Youth, *Economic Disadvantagement, Elementary Secondary Education, *Family Structure, Juvenile Gangs, School Vandalism, Social Class, Status Need, *Values

One of 52 theoretical papers on school crime and its relation to poverty, this chapter reviews the major cultural and structural statements on the relationship between poverty and delinquency. The value stretch perspective, stemming from research on family values and on aspirations is introduced in order to challenge and clarify the basic works of Cohen, Cloward and Ohlin, Miller, and Sykes and Matza. This analysis points out that further clarification is needed of the value modifications predicted for those living in poverty. Only then can hypotheses, stemming from alternative theoretical models of the etiology of delinquency among low income youth be tested. Containment and control theory is also included in the review, and incorporated into a theoretical paradigm that tentatively summarizes the literature on the etiology of male gang delinquency. The major elements of the paradigm deal with the community's limited ability to provide opportunities to achieve in accordance with the dominant values of society; the family's and the community's limited ability to maintain external controls over young people; and the family's limited ability to instill effective internal controls. (Author/MLF)

ED 157 200 95 EA 010 760
Rubel, Robert J.
Trends in Student Violence and Crime in Secondary Schools from 1950 to 1975: A Historical View.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency Department of Health, Education, and Welfare, Washington, D.C.; National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date Feb 78
Grant 76-NI-990077
Note 41p.; Chapter 32 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors *Crime, *Delinquent Behavior, *Educational History, Estimated Costs, School Environment, School Security, *School Vandalism, Secondary Education, *Statistical Analysis, *Violence

One of 52 theoretical papers on school crime and its relation to poverty, this chapter focuses solely on changes in student crimes in the period from 1950 to 1975. A number of observations are made about student violence. First, assaults against teachers have increased sharply in the past 25 years in absolute numbers, but not in the percent of teachers assaulted. Further, "assault" is so loosely defined that no clear picture of changes in the intensity of assaults can be developed. Second, fires in schools represent the single most costly act students can perpetrate; costs from fires are increasing more rapidly than the value of all school property. Third, vandalism probably increased in this country up to the early 1970s, and has declined since that time in both cost and frequency, but may have increased in intensity. Fourth, estimates of the costs of crimes occurring in schools varies widely, depending on the group collecting the information and the methodology used for computing the figures. The paper concludes with discussions of probable future actions of pupils, of local schools, and of school security offices. (Author/MLF)

ED 157 201 95 EA 010 761
Rubel, Robert J.
Assumptions Underlying Programs Used to Prevent or Reduce Student Violence in Secondary Schools.
National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date Feb 78
Grant—76-NI-990077
Note—28p.; Chapter 33 of "Theoretical Perspectives on School Crime, Volume I"; For other papers in this volume, see EA 010 729-768
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavior Theories, Counseling Services, *Delinquency Prevention, *Delinquent Behavior, Discipline Problems, Instructional Programs, *Opinions, Organizational Change, School Environment, School Security, *School Vandalism, Secondary Education, Student Motivation, Student Participation, *Violence

One of 52 theoretical papers on school crime and its relation to poverty, this chapter explores programs designed to prevent or to reduce student crime and violence in secondary schools that are based on the assumption that pupils are competent to make rational decisions and take rational actions, and programs that assume pupils are not competent. Program areas explored are organizational modification, curricular/instructional programs, security systems, and counseling services. Specific programs fitting into each category are discussed. The paper concludes that programs of many different kinds are needed to deal effectively with problems of crime and violence in schools. Although there was no striking difference in outcomes between programs that assume competence and those that do not, the author points out that this was not a research project but a cataloging of programs appearing in the literature. The author cautions that youths involved in such programs may be affected in unexpected ways as a result of program assumptions wholly unconsidered by educators and/or program planners. (Author/MLF)

ED 157 202 EA 010 783
Hoy, Wayne K.
Scientific Research in Educational Administration.
Pub Date Jun 78
Note—7p.
Journal Cit—UCEA Review; v19 n3 p1-6 Jun 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Administration, *Educational Research, Research Methodology, *Research Problems
Identifiers—University Council for Educational Administration

The University Council for Educational Administration (UCEA) ought to reaffirm its commitment to theoretical research. Research in educational administration during the last twenty years has been applied or practical rather than purely theoretical or scientific. Although there is certainly a place for practical research, theoretical research ought not be neglected. One goal of theoretical research is to develop theory that can explain phenomena. Another goal is to add to the store of knowledge. Research not based on a body of substantive theory will be weak. Purely practical research is often fragmented and unsystematic. In the late fifties UCEA inspired a movement toward more interdisciplinary and scientific analysis of educational organizations. This so-called "theory" movement declined in the late sixties partially because of institutionalization and overpromotion. The social and political unrest of the sixties and the financial exigencies of the seventies caused practical and policy research to dominate the field. Yet more scientific and theoretical research is necessary for a full knowledge and understanding of organizational behavior in education. UCEA must continue to be an advocate of such research. (JM)

ED 157 203 EA 010 784
Nunnery, Michael Y. Deck, L. Linton, Jr.
The Professor in an Urban School District. A Renewal/Service Option.
University Council for Educational Administration, Columbus, Ohio.
Pub Date Jun 78
Note—7p.
Journal Cit—UCEA Review; v19 n3 p7-12 Jun 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*College School Cooperation, Elementary Secondary Education, Higher Education, *Professional Continuing Education, *Professors

Previous models for providing professors of educational administration opportunities to spend a year working as urban school district administrators have a number of problems. Professors must make decisions they will not be around to implement, and they often find it difficult to return to the university. Instead, the professor might be provided an opportunity for professional renewal through becoming a full-time "de facto" member of an urban school district's management team for one term. The professor would thus be given an opportunity to observe school district functioning, interact with school people, and help the district in some area of the professor's expertise. For this program to be successful, the district must provide specific placement; allow access to meetings, schools, and district data; provide introductions and clear explanations of the professor's role; and assign appropriate tasks. The professor, in turn, must be clear about personal renewal goals, abide by local norms, take advantage of opportunities offered, earn acceptance from the management team, and keep restricted information strictly confidential. If all these obligations are met, the professor will return to the campus with keener insights into the complexities of urban school district management, and the practitioners will benefit from the professor's expertise and labor. (Author/JM)

ED 157 204 95 EA 010 785
Educational Opportunity. The Concept, Its Measurement, and Application. Highlights. Sponsored Reports Series.
General Research Corp., McLean, Va.; Killalea Associates, Inc., Arlington, Va.; National Center for Education Statistics (DHEW), Washington, D.C.
Report No—NCES-78-201
Pub Date 78
Contract—300-76-0010
Note—71p.; Not available in paper copy due to small print of tables and graphs
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Access to Education, Elementary Secondary Education, *Equal Education, Income, *Measurement Techniques, Resource Allocations, Statistical Analysis, Statistical Data, Tables (Data)

Statistical indicators of inequality of educational opportunity developed through this study were applied to 1970 census information concerning school resources and revenues and pupil characteristics to assess the extent of inequality in elementary and secondary schools. Educational equality is defined as the prevailing view that all students should have equal access to the basic educational entitlement represented by a twelve-year elementary and secondary education and that the level of educational resources should not be dependent on the wealth of localities. Indicators to analyze disparities in the distribution of education ! resources and revenues were chosen with regard to simplicity of construction, clarity, comprehensiveness, and technical accuracy. The measures of educational resources chosen include (1) current total expenditures per student; (2) expense for teacher salaries; (3) staff per pupil (weighted by degree level); (4) current total ex-

penditures per student with salaries controlled by degree level; (5) current total expenditures per student, with salaries controlled by degree level and adjusted for equality; and (6) a composite of the previous five. Applying the indicators to 1970 data suggests that in 1970, school finance reform was still needed within states to decrease the dependence of resources on local wealth and that improvement in the resource levels of racial, ethnic, and poverty groups would require an interstate solution. (Author/JM)

ED 157 205 EA 010 786
Frechtling, Joy A. Hammond, Peirce A., III
Policy Implications of the Instructional Dimensions Study.
Pub Date 27 Mar 78
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Compensatory Education Programs, Educational Policy, Elementary Secondary Education, Individualized Instruction, *Program Evaluation
Identifiers—*Elementary Secondary Education Act Title I

Significant findings concerning the efficacy of individualized instruction techniques and type of instructional setting were generated by this study of Title I programs. Variables for the study were chosen because policy-makers were concerned about them and had the power to do something about them. The variables studied were individualized instructional techniques, teacher training, instructional setting, and costs, but findings concerning teacher training and costs were not reported. On the variable of individualized instruction, the study found that no one practice or combination of practices was more effective. Policy implications of these findings are that no particular approach ought to be required by law. Concerning the variable of instructional setting, findings indicate that where differences in effectiveness were found between "pull-out" instruction and mainstreaming, educational gains in the mainstream setting were always significantly larger. Policy implications of these findings are not sweeping because the study did not cover a representative sample of districts and because mainstreaming may cause problems for some teachers, yet the findings can be used to stimulate further thinking on how to provide mainstream instruction. Finally, data suggest the tentative conclusion that at least in some classrooms in some districts, Title I is helping children learn. (Author/JM)

ED 157 206 EA 010 787
Stieber, Gertrude N. And Others
Methods of Scheduling Salaries for Teachers. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date 78
Note—56p.
Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($12.00)
Document Not Available from EDRS.
Descriptors—Elementary Secondary Education, National Surveys, Tables (Data), *Teacher Salaries
Identifiers—*Salary Schedules

An overview of features found in teacher salary schedules is provided by this report. It examines the basic structure of a schedule, methods of initial placement and advancement on the schedule, and salary supplements. Salary increments for preparation and experience are explained as well as salary supplements for extra duties and cost of living adjustments. Methods of changing teacher salary schedules, including changes in the ratio base, changes in the ratio structure, and across-the-board changes, are also examined. No attempt is made to recommend procedures for scheduling salaries, but rather, present practices are identified, described, and analyzed. An important part of this report is the analysis of the composition and structure of salary schedules for teachers used by 723 school systems. The salary schedules used were collected as part of the "ERS Annual National Survey of Salaries and Wages in Public Schools." Tables present salaries by preparation level and geographic region and summarize other salary information. The report also contains examples of ten school districts' teacher salary schedules. (Author/JM)

ED 157 207 EA 010 788
Kowalski, Joan P. Sullivan Porwoll, Paul J.
The New & Revised Consumer Price Indexes. ERS Information Aid.
Educational Research Service, Arlington, Va.
Pub Date 78
Note—47p.
Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($8.00)
Document Not Available from EDRS.
Descriptors—*Cost Indexes, Elementary Secondary Education, Estimated Costs, Statistical Data, Tables (Data)
Identifiers—*Consumer Price Index

The purpose of this Information Aid is to alert school officials to changes and revisions in the Consumer Price Index (CPI), to familiarize them with differences between the former CPI and the new and revised indexes, to demonstrate how the U.S. Bureau of Labor Statistics (BLS) computes changes in the CPI, to indicate appropriate uses of the CPI, and to describe available sources of information. The CPI is based on prices of goods and services that people buy for day-to-day living. The CPI can serve school administrators in estimating changes in employee purchasing power when negotiating salary agreements. The Producer Price Indexes are based on the prices of commodity goods in primary markets. These indexes can help school administrators in estimating changes in the costs of many commercial goods and services needed by school systems. There are four methods of using both indexes to project cost and price increases--assuming a simple percent change, assuming an average percent change, assuming a trended percent change, or accepting the stated governmental goal. School administrators who need to stay abreast of the latest developments in the CPI should consult the "Monthly Labor Review" and monthly BLS releases. (Author/JM)

ED 157 208 EA 010 821
Taylor, Bruce And Others
Negotiations 1978.
New Jersey School Boards Association, Trenton.
Pub Date 77
Note—84p.
Available from—New Jersey School Boards Association, P.O. Box 909, Trenton, New Jersey 08605 ($6.00 for 1-5 copies, $5.00 for 6 or more copies; check must accompany orders for $5.00 or less)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Board of Education Policy, *Collective Bargaining, Contracts, *Labor Legislation, Negotiation Agreements
Identifiers—New Jersey, New Jersey Public Employment Relations Law

Reflecting the management advocacy position taken by school boards in collective bargaining procedures, this report analyzes New Jersey school labor negotiations laws and practices as of 1978. Terms and issues of special interest are defined and explained. Topics include contract language, good faith bargaining, past practice, negotiations committees, grievances, bargaining scope, terms and conditions of employment, and monitoring the collective bargaining agreement. The Public Employment Relations Law, called the PERC Law because it established the Public Employment Relations Commission, is summarized and analyzed. A sample New Jersey Education Association agreement is included, together with marginal commentary highlighting problem areas and reflecting recent legislation, court decisions, and economic factors. A short bibliography containing relevant books, bulletins, films, pamphlets, reports, and periodicals is included. (Author/JM)

ED 157 209 EA 010 822
Harman, Grant
The Political Environment of Australian Higher Education.
Pub Date 21 Apr 77
Note—17p.; Paper presented at a seminar on The Environment of Higher Education: Politics, Consumers, Community (University of Queensland, Australia, April 1977); Not available in paper copy due to light print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Foreign Countries, *Government School Relationship, Higher Education, *Institutional Autonomy, Political Influences
Identifiers—*Australia

The political environment for higher education in Australia is becoming more difficult and constrained. Although there are many sources of influence and constraint, by far the most important source is government--both federal and state. Both universities and colleges of advanced education (CAEs) now receive almost all funds from the federal government which sets the total higher education budget and requires commissions and state coordinating agencies to carve it up. Because of the way the funds are administered, institutions cannot make up budgets for more than one year at a time. Institutions no longer determine academic salaries which are instead set by the Federal Academic Salaries Tribunal. Institutions are likewise losing control over decisions about which students and how many students to accept, as these decisions are now being made at the federal and state level. Some of the constraints experienced by educational institutions result from shifts in power--particularly from state to federal levels, and, at the federal level, from the commissions to other agencies and to ministers and the Cabinet. All these constraints have resulted in a substantial erosion of autonomy for universities and some CAEs. (Author/JM)

ED 157 210 EA 010 823
Harman, Grant
Issues in the Co-ordination of Post-Secondary Education.
Pub Date Aug 77
Note—41p.; Paper prepared for the Enquiry into Post-Secondary Education in South Australia; Not available in paper copy due to light print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Educational Coordination, Federal Regulation, Foreign Countries, *Government School Relationship, Higher Education, Institutional Autonomy, *Interinstitutional Cooperation
Identifiers—*Australia

Coordination of post-secondary education institutions means regulation with the aim of developing greater consistancy and overall efficiency, and avoiding overlap of functions and resource waste. Australian coordination plans must balance freedom for academic institutions with the need to be assured these institutions are serving society's needs. Coordination of post-secondary education is essential on four levels: (1) within each sector--the university, the college, and technical and further education; (2) across post-secondary education as a whole; (3) between post-secondary education and other education; and (4) between post-secondary education and employment. Coordination may come from the central government or a special agency. If by special agency, it may be through advisory committees, ministerial departments, or statutory authority. Or, finally, it might come through a statewide multicampus system. Coordinating agencies have previously put most emphasis on short-term planning and management functions, but some authors believe their key function should be long-term planning. When establishing coordinating agencies, problems to be solved include tension between agencies and educational institutions, the difficulty of finding high quality staff, and the tendency for administrative structure to become more important than the educational enterprise itself. (Author/JM)

ED 157 211 EA 010 824
Wayson, William W.
Student Rights and Responsibilities in Ohio Schools: Cases, Laws and Results. Occasional Paper No. 3.
Pub Date Nov 77
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Student Responsibility, *Student Rights
Identifiers—*Ohio

Federal and state court decisions and laws are the bases for the rights of Ohio students. Among these rights are the right of students (1) to an education regardless of race, creed or color; (2) to publish, distribute, or sell printed material on any topic not inflammatory, obscene, or libelous; (3) to due process before being punished by the deprivation of education; (4) to attend school

while pregnant; (5) to be protected from verbal or physical abuse; and (6) to consult an attorney before answering any questions that might be used against them. Students need to be informed about rights through handbooks or law classes. Many of these student rights depend on students fulfilling certain responsibilities. Students must refrain from disruption of the school, violation of the rights of others, use of inflammatory methods, infraction of reasonable rules, and participation in illegal actions. School officials must go beyond merely respecting the legal rights of students and exercise fair and reasonable judgment in student dealings. Students educated by such officials are more likely to fulfill their own responsibilities both in school and in adult life. (Author/JM)

ED 157 212 EA 010 825
Vining, Jean W. Yrle, Augusta C.
Designing, Implementing, and Assessing a Curriculum Evaluation Instrument.
Pub Date [Jun 78]
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Curriculum Evaluation, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Questionnaires

The primary purpose of this curriculum research project was to devise an instrument that would reveal general information about the philosophy, objectives, and curriculum of a school without requiring in-depth analysis of any particular subject-matter area. The instrument presented here was developed through a group-process consensus approach by committee members who examined curriculum development theories, reviewed curriculum evaluation research, studied the task-analysis approach, delineated terms, differentiated goals from objectives, and reviewed learning theories. The instrument was pilot tested in selected schools by each of the 25 members of the curriculum evaluation project committee. This pilot testing revealed that the philosophy of most sampled schools was not tied closely to the day-to-day educational process and that, in most schools, assessment was not an important step in the curriculum development process. The five-page instrument examines how curriculum objectives fill student needs in a number of areas and how curriculum is developed and evaluated. It can be administered in any elementary, middle, or secondary school. (Author/JM)

EC

ED 157 213 EC 110 485
Piasecki, Joseph R. And Others
Determining the Costs of Community Residential Services for the Psychosocially Disabled.
National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Biometry and Epidemiology.
Report No—DHEW-ADM-77-504
Pub Date 78
Note—67p.; This report is based on the project, "Determining the Costs of Community Residential Services for the Psychosocially Disabled"
Available from—Superintendent of Documents, U.S. Government Prizting Office, Washington, D.C. 20402 (Stock No. 017-024-00730-7)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Alcoholism, Community Programs, *Community Services, *Costs, Drug Abuse, *Emotionally Disturbed, Mental Illness, *Residential Care, *Residential Centers

Presented are survey data from nursing homes and halfway houses on the costs associated with the provision of community-based residential care for the psychosocially disabled, along with an examination of the differences in those costs as they relate to characteristics of disability groups or types of facilities, and an analysis of the contributions of various service and organizational factors to those costs. Discussed are the study's methodology, an overview of operating and start-up costs for residential facilities, and costs for residential services to five disability groups (mentally ill adults, mentally ill juveniles, aged mentally ill, alcoholics, and drug abusers). The economics of residential facilities are discussed in terms of environmental variables (such as locational and regional determinants) and organizational variables (such as staffing patterns). A comprehensive model for residential costs is presented along with a comparison of three independent samples of residential programs. Costs to community mental health centers for residential services are also covered. Among the findings discussed is that costs for residential services are highly related to the level of services provided in-house and to the disability group served. A bibliography is provided, along with an appendix that includes tabular data. (DLS)

ED 157 214 EC 110 601
Education for All Handicapped Children: Consensus, Conflict, and Challenge.
National Education Association, Washington, D.C. Teacher Rights Div.
Pub Date 78
Note—47p.
Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($3.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Case Studies, Educational Legislation, Elementary Secondary Education, *Equal Education, *Federal Legislation, *Handicapped Children, Higher Education, Labeling (of Persons), *Mainstreaming, Parent Participation, *State Action, *Student Evaluation
Identifiers—*Education for All Handicapped Children Act

Presented are the results of a study by the National Education Association of the experience of 43 schools in 3 selected districts (in Des Moines, Iowa; North Santa Barbara County, California; and Savannah, Georgia) in implementing Public Law 94-142 to provide a free, appropriate public education for the handicapped in the least restrictive environment. Positive aspects of the implementation are discussed, along with areas of conflict and labeling. Also discussed are problems in the areas of student testing and evaluation (such as over-referral), educational equity and access (such as weighted enrollment funding), and involvement of parents (such as the need for early parent counseling). Among the recommendations presented are the launching of a program to locate, identify, and evaluate children in need of special education services, and the elimination of group-administered, norm-referenced standardized tests. Appended are a list of steering committees from each study location and a glossary of terms used. (DLS)

ED 157 215 EC 110 694
Tucker, James A.
Nondiscriminatory Assessment: Issues and Impact. Eligibility for Learning Disabilities Classes.
Pub Date Sep 76
Note—22p.; Paper presented at the annual meeting of the American Psychological Association (New York, New York, September 1976)
Available from—Author, Texas Education Agency, 201 E. 11th, Austin, Texas (Free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Cultural Factors, Definitions, Economically Disadvantaged, Educational Diagnosis, Elementary Secondary Education, Ethnic Groups, Identification, Labeling (of Persons), *Learning Disabilities, *Minority Groups, *Social Discrimination, Test Bias

Presented at the annual meeting of the American Psychological Association in New York City in September, 1976, the paper sets forth the position that, in general, the individual requirements that allow a student to be classified as learning disabled are subtle but significant contributors to an assessment that discriminates against pupils from ethnic and racial minority groups and low socioeconomic groups. As an example of the learning disabled definitions used by most States, Texas's general special education eligibility requirements and specific criteria for the category of Language and/or Learning Disabilities are given, in light of which discrimination in the assessment procedure is examined. The author's solution is based on a system that compares children only with others in the same cultural grouping. Appended are various definitions of learning disabilities. (DLS)

ED 157 216 EC 110 695
Scott, Walter H.
The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students Into Regular Classrooms in the Comprehensive High School. Introductory Practicum.
Nova Univ., Fort Lauderdale, Fla.
Pub Date Apr 77
Note—189p.; Some pages in the appendixes may not reproduce well in hard copy ; Pages 154 through 171 and 172 through 178 have been removed due to restrictions and illegibility
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Adjustment (to Environment), *Educable Mentally Handicapped, *Mainstreaming, Mentally Handicapped, Normalization (Handicapped), *Program Descriptions, Secondary Education, Senior High Schools, Special Education, *Special Programs
Identifiers—*West Philadelphia High School PA

Described is a special program in which 75 educable mentally retarded students were mainstreamed into West Philadelphia High School during the 1975-76 school year, after large percentages of such students had failed in previous years to adjust to regular classes. Discussed are the program goals of emotional, social, and economic adjustement, and program objectives and strategies. The program design and procedures are described in terms of knowledge and skills needed for successful functioning, raising student self-images, child study by teachers, testing, cultural and peer conflicts, psychological evaluation, and parental involvement. The program is said to have been successful in 1) teaching the students necessary skills to function successfully, 2) improving the reading and mathematics skills of approximately 75% of the students, and 3) raising the students' self-images. A bibliography is included, along with extensive appendixes. (DLS)

ED 157 217 EC 110 696
Huber, Jaclyn And Others
The Self-Instructional Use of Programmed Creativity-Training Materials with Gifted and Regular Students.
Pub Date May 78
Note—30p.; Paper 8 presented at the annual meeting of the American Educational Research Association (Toronto, Canada, May 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Academically Gifted, *Creative Development, *Creativity, Creativity Research, Creativity Tests, Elementary Education, Exceptional Child Research, Gifted, *Independent Study, Intermediate Grades, Originality, *Programed Instruction, Verbal Ability
Identifiers—*Purdue Creativity Training Program

The effects of the self-instructional use of programed creativity materials was investigated with 648 regular and intellectually gifted fourth-, fifth-, and sixth-grade students, using the Purdue Creativity Training Program (PCTP), and with the Torrance Tests of Creative Thinking as a measurement. In general, the results indicated that the self-instructional use of the PCTP enhanced some divergent thinking abilities among students in the areas of verbal fluency and originality. However, the prediction that gifted students would make significantly greater score gains than regular students after treatment was not borne out. (Tabular data are included). (DLS)

ED 157 218 EC 110 775
Mabry, Ann Kaufman, Martin J.
Comprehensive Approach to Pupil Planning: Stage I - Classroom Support (Includes Classroom Support Procedures). Experimental Edition.
Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
Pub Date [77]
Note—61p.; Some pages in the Procedures may have poor print due to colored print in the original; print on forms may be too small to read easily; For related information, see EC 110 776-778
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Conceptual Schemes, Decision Making, *Educational Programs, Elementary Secondary Education, *Handicapped Children, *Models, Program Guides, *Program Planning, Records (Forms), Student Placement
Identifiers—*Comprehensive Approach to Pupil Planning

Presented is Stage I of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide consists of the following: an overview of the CAPP System; an introduction to Stage I on classroom support (which includes a chart of

Stage I activities and a breakdown of activities to be performed by the teacher, specialist, and coordinator; and a glossary of acronyms and terms used in the system); instructions for completing each section of the Classroom Support Folder used to document Stage I information; examples of notes and letters for communicating with parents; and procedures for finalizing the Classroom Support Stage. Also provided is a copy of the Classroom Support Folder which contains sections for recording teacher request for support, classroom planning worksheet, plan for alternative strategy, and additional services recommendation. (SBH)

ED 157 219 EC 110 776

Vlasak, Frances Stetson Kaufman, Martin J.

Comprehensive Approach to Pupil Planning: Stage II - Planning and Placement (Includes Planning and Placement Team Meeting Agenda). Experimental Edition.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date [77]

Note—46p.; Print in forms may be too small to read easily; For related information, see EC 110 775-778

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Conceptual Schemes, Decision Making, Educational Programs, Elementary Secondary Education, *Handicapped Children, Interdisciplinary Approach, *Models, Program Guides, *Program Planning, *Records (Forms), *Student Placement, *Teamwork

Identifiers—*Comprehensive Approach to Pupil Planning

Presented is Stage II of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the evaluation services performed by the Planning and Placement Team (PPT) with sections on the following: Stage II personnel; roles and responsibilities of PPT members; forms for sharing student assessment data; and PPT meeting agenda (which includes determining eligibility for special education services, a review of services provided, and identification of instructional and related resources required to implement selected strategies). Appended are requirements and suggested forms for parental notification and consent, forms for sharing student assessment data, and a special education dismissal form. Also provided is a PPT meeting agenda booklet. (SBH)

ED 157 220 EC 110 777

Vlasak, Frances Stetson Kaufman, Martin J.

Comprehensive Approach to Pupil Planning: Stage III - Instructional Planning (Includes Data Sources Within the CAPP System and Teacher's Instructional Plan). Experimental Edition.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date [77]

Note—34p.; Print on page 7 may be too small to read easily; For related information, see EC 110 775-778

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Conceptual Schemes, Decision Making, Elementary Secondary Education, *Handicapped Children, Instructional Design, *Instructional Programs, Interdisciplinary Approach, *Models, Program Guides, *Program Planning, Records (Forms), *Teamwork

Identifiers—*Comprehensive Approach to Pupil Planning

Presented is Stage III of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the instructional planning team with sections on the following: Stage III personnel; roles and responsibilities of planning team members; the teacher's instructional plan; and revision of the teacher's instructional plan. Appended are suggested forms for parental involvement and notification and a list of developmental scales and instructional objective banks useful in developing the teacher's instructional plan. Also provided are a sample form for the teacher's instructional plan and a booklet listing data sources within the CAPP System. (SBH)

ED 157 221 EC 110 778

Fenton, Kathleen S. And Others

A Decision Model for Special Education Programming Teams. Connecticut Special Act 74-100.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date [77]

Note—20p.; For related information, see EC 110 775-777

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Conceptual Schemes, *Decision Making, Elementary Secondary Education, *Handicapped Children, *Interdisciplinary Approach, *Models, Program Planning, *Student Placement, *Teamwork

To help ensure that multidisciplinary decision making in special education results in an appropriate education for exceptional students, principles drawn from theory and research on group decision making and problem solving were used to develop a decision model to serve as a guide for structuring and assessing the decision process at the school building level. The proposed model incorporated principles governing (a) the scope of the process, (b) the separation of specific problem solving procedures, and (c) the nature of member participation. Members of 230 planning groups were surveyed about their attitudes concerning 14 group activities chosen to reflect implementation of the model. Chi-square tests showed significant differences between the criterion level of 75% of the groups reporting participation or acceptance and reported levels of participation or acceptance for each of the 14 activities. As an evaluation tool, the model pointed to a notable deficiency in multidisciplinary establishment of criteria to guide the decision making as well as a lack of team planning for implementation and evaluation of the student's new educational program. (SBH)

ED 157 222 EC 110 779

Goldstein, Marjorie T. MacClymont, Peggy

A Survey of Special Education Administrators of Programs Field Testing the Social Learning Curriculum. An Occassional Paper.

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Oct 77

Contract—300-76-0050

Note—26p.; For related information, see EC 110 780-782

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Curriculum Research, Elementary Secondary Education, *Mentally Handicapped, *Program Administration, Program Evaluation, *Socialization, Special Education, Special Programs, Surveys

Identifiers—*Social Learning Curriculum

Forty-eight Social Learning Curriculum (SLC--an innovative educational program for mentally handicapped children) administrators were surveyed to compare SLC programs, their administrators' personal and professional characteristics, and substative responsibilities with special education programs and administrators in general. The results of a previous study (J. Kohl and T. Marro) of special education administrators in general were used as a baseline from which to make comparisons. Among the findings were significant differences between the two groups in the areas of age, training, and age at first appointment to an administrative position. Results suggested that within the parameters studied, the SLC network is representative of special education programs in general and that, in areas where differences were noted, the SLC administrators showed more active involvement in the conduct of their programs than did special education administrators in general. (A copy of the questionnaire is appended). (DLS)

ED 157 223 EC 110 780

Goldstein, Marjorie T.

Field Testing: A Model and Its Applications.

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 76

Note—41p.; For related information, see EC 110 779-782

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Conceptual Schemes, Curriculum Guides, Educational Research, Elementary Secondary Education, Exceptional Child Research, *Mentally Handicapped, Models, Program Administration, *Program Evaluation, *Socialization, Special Programs

Identifiers—*Field Tests, *Social Learning Curriculum

Described is a Social Learning Curriculum (SLC) field test model that focuses on aspects of personnel utilization, communication systems, and the quality of human communication and that highlights the role of the supervisor in the education of the mentally retarded. The four field test model phases discussed are 1) the planning phase (including evaluation requirements and identification of relevant populations), 2) the procedural development phase (including hierarchical communication and involvement, the field test teacher, and developing operation guidelines), 3) the field test initiation phase (including the identification of field sites and the orientation of local personnel), and 4) the field test maintenance and renewal phase (including maintenance functions, materials support, and renewal functions). (DLS)

ED 157 224 EC 110 781

Singer, Steven And Others

A Survey of Junior and Senior High School Programs for Educable Mentally Handicapped Students.

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 76

Note—99p.; For related information, see EC 110 779-782

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adjustment (to Environment), Curriculum, *Educable Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, School Surveys, Secondary Education, Socialization, *Special Programs

Identifiers—Social Learning Curriculum

Presented are the results of a survey of secondary school programs for educable mentally handicapped (EMH) students, representing the completion of stage 2 of the community level of the Social Learning Curriculum--the Problem-Oriented Social-Vocational Adaptation Program. Among the findings presented are the following: 1) very few programs programs combine academic, social, and vocational curricula, and there is a shift toward a stronger vocational emphasis at the senior high level; 3) the self-contained classroom was identified by the largest proportion of the sample as the typical educational setting of the program; and 4) the availability of resources that are apt to lead to the development of marketable skills are reported by a relatively small proportion of the sample. Implications discussed include the fact that EMH students may not be benefiting from high school facilities. A copy of the questionnaire is appended. (DLS)

ED 157 225 EC 110 782

Goldstein, Marjorie T.

Field Test Advisor Perceptions of Center Operations: An Occassional Paper.

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 75

Note—19p.; For related information, see EC 110 779-781

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Curriculum, Elementary Secondary Education, *Mentally Handicapped, *Program Administration, *Program Evaluation, Socialization, Special Programs, Surveys

A 1974 survey was undertaken to determine the extent to which the Curriculum Research and Development Center in Mental Retardation was responsive to the needs of the Social Learning Curriculum field test advisors (FTA's). Thirty-eight FTA's responded. Among the results was a

significant positive change in FTA's perceptions of Center functioning. (Copies of the survey questionnaires are appended). (DLS)

ED 157 226 EC 110 820
Introduction to Systematic Instruction. (SCAT Project, Title VI-G).
Idaho State Dept. of Education, Boise.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 77
Grant—300-75-0370
Note—26p.; For related information, see EC 110 821-823
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Elementary Secondary Education, *Handicapped Children, *Individualized Programs, *Instructional Programs, Teaching Guides, *Teaching Methods
Identifiers—*Support Competence Assistance and Training Project, *Systematic Instruction
Developed by the staff of SCAT (Support, Competency-Assistance and Training), the document provides information on systematic instructional procedures for teachers of exceptional children. Briefly addressed are the seven components of systematic instruction: initial assessment, establishment of long term goals, sequencing of short term objectives, selection and implementation of an instructional program, establishment and utilization of a sensitive measurement system, use of data decision rules to monitor program inteventions, and establishment and utilization of a system for on-going assessment. Appended are the systematic instructional process checklist and an outline of the steps involved in systematic instruction. (SBH)

ED 157 227 EC 110 821
Bevis, Dianne And Others
Skills Screener: Guide to Administration and Scoring.
Idaho State Dept. of Education, Boise.; Oregon Univ., Eugene. Northwest Regional Resource Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 77
Contract—OEC-0-74-7891
Grant—300-75-0370
Note—471p.; For related information, see EC 110 820-823 ; Not available in paper copy due to marginal legibility of the document
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors—Elementary Secondary Education, *Handicapped Children, *Screening Tests, *Student Evaluation, Teaching Guides
Identifiers—*Support Competence Assistance and Training Project, Systematic Instruction
Developed by the SCAT (Support Competence-Assistance and Training) Project staff, the three documents provide information on the SCAT screener (a series of subtests for identifying high-priority or potentially handicapped students), the initial assessment phase of systematic instruction, and probes for reading and math which are designed to be used as part of the initial assessment procedures. The first document covers background and development, teacher preparation, administration, scoring, and using results of the SCAT screener. (The bulk of this document is comprised of copies of the reading and mathematics skills screening subtests.) The second document covers the five steps involved in initial assessment: group screening in the regular classroom, using screening information to identify potentially handicapped students, 5-day skill probing of high priority students, evaluating assessment information, and reporting and sharing information. Appendixes to this document include answer guides, sample charts and forms, and a summary of skill and skill-level information. The final document contains materials for probing, a procedure for sampling a student's performance on a specific skill over a period of days. (SBH)

ED 157 228 EC 110 822
Archer, Anita
Short Term Objectives. (SCAT Project, Title VI-G).
Idaho State Dept. of Education, Boise.; Oregon Univ., Eugene. Northwest Regional Resource Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 77
Contract—OEC-0-74-7891
Grant—300-75-0370
Note—75p.; For related information, see EC 110 820-823
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, Elementary Secondary Education, *Handicapped Children, *Instructional Programs, *Program Planning, Teaching Guides, Teaching Methods
Identifiers—*Support Competency Assistance and Trainig Project, *Systematic Instruction
Developed by the staff of the SCAT (Support, Competency-Assistance and Training) Project, the document deals with the third step of the systematic instructional model--sequencing short term objectives for exceptional students. The manual focuses on reviewing long term goals established by the child study team, converting these goals into long term objectives, establishing sequences of skills, and translating those skill steps into behavioral objectives. Sections cover the following areas related to short term objectives: purposes and outcomes, introduction, rationale, implementation, and frequently asked questions. Appended are sample forms for use in writing short term objectives and teacher-generated sample skill sequences for selected skills. (SBH)

ED 157 229 EC 110 823
Shoemaker, Sue
Instructional Programming. (SCAT Project, Title VI-G).
Idaho State Dept. of Education, Boise.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 77
Grant—300-75-0370
Note—78p.; For related information, see EC 110 820-822
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Class Management, Elementary Secondary Education, *Handicapped Children, *Individualized Programs, *Instructional Programs, Program Planning, Teaching Guides
Identifiers—*Support Competency Assistance and Training Project, *Systematic Instruction
Developed by the SCAT (Support, Competency-Assistance and Training) Project staff, the document deals with the fourth step, instructional programing, of a systematic instruction model for use with exceptional children. Purposes of the paper are noted to include providing guidelines for establishing and implementing individualized instructional programs and efficient and effective classroom management procedures. Sections explain instructional programing in terms of outcomes; rationale; implementation procedures for teaching, behavior management, and classroom management; and frequently asked questions. Appended are a checkpoint feedback table and sample forms. (SBH)

ED 157 230 EC 110 911
Hanson, Roger L.
A Seminar Approach to T.A.G. Education.
Loess Hills Area Education Agency 13, Council Bluffs, Iowa.
Pub Date 78
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Methods, Elementary Secondary Education, *Gifted, *Seminars, *Teaching Techniques
A former teacher of secondary talented and gifted (T.A.G.) students outlines principles and procedures of a seminar approach in which students assume the role of teachers. Procedures are seen to involve student interviews, student teacher conferences, and opportunities for independent work. Sample forms for the interview and project study aspects are included, as is a list of student-selected topics (such as aggression, ecology, and shoplifting). (CL)

ED 157 231 EC 110 918
Fenton, Kathleen S. And Others
Role Expectations: Implications for Multidisciplinary Pupil Programming.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.; Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
Pub Date [77]
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Interdisciplinary Approach, Principals, *Role Perception, School Psychologists, Special Education Teachers, Teachers, *Teamwork
A study involving 231 principals, 155 school psychologists, 155 special education teachers, and 216 regular education teachers was conducted to investigate Ss' expectations regarding their own and others' roles in the team serving handicapped students. Members indicated whether or not each activity from a list of 25 was appropriate to their role and/or to each of the three other roles. Results indicated that there was intra- and inter-role ambiguity about what activities were appropriate for each of the four target roles. Administrative implications of the findings, including role clarification and improved participation of multidisciplinary team members, were considered. (SBH)

ED 157 232 EC 110 919
Wokoun, William
Environmental Music for the Retarded: A Literature Review.
B. W. Research Labs., Inc., Aberdeen, Md.
Pub Date 78
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavior Change, Contingency Management, *Environmental Influences, *Mentally Handicapped, *Music, Research Reviews (Publications)
Discussed are findings of a review of 21 research reports concerned with the use of environmental music with mentally retarded persons. It is explained that the literature in two data bases was searched and relevant reports examined. The reports are organized into general findings (seven reports), use of music in contingency management (nine reports), and behavior changes of the retarded as a function of different types of music (five reports). Among conclusions is that the most appropriate musical program for a retarded population has a medium tempo with a bright overall stimulation value which uses an ascending curve of stimulation and maintains a high degree of novelty. (DB)

ED 157 233 EC 111 171
Newkirk, Diane And Others
An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria and Personnel Utilization in the Classification of Handicapped Children.
Council for Exceptional Children, Reston, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Mar 78
Note—210p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Aurally Handicapped, Deaf Blind, *Definitions, Educational Diagnosis, Elementary Secondary Education, Emotionally Disturbed, *Evaluation Methods, Federal Legislation, *Handicapped Children, Identification, Literature Reviews, Mentally Handicapped, Multiply Handicapped, Physically Handicapped, *Policy, Special Health Problems, Speech Handicapped, State Programs, *Student Evaluation, *Student Placement, Visually Handicapped
Identifiers—Education for All Handicapped Children Act
The project report provides information relevant to the status, function, and effect of currently used definitions of handicapped children and the diagnostic methods used. An initial section serves as both an introduction to and summary of the process used during the project, and includes project conclusions. Section II contains analyses of policies in the following areas: mentally retarded, deaf and hard of hearing, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically and other health impaired, multihandicapped, deaf-blind, identification, evaluation, placement, age of eligibility, and severity. A third section consists of chapters that review the literature and focus on each category of disabiliy mentioned in P.L. 94-142, Education for All Handicapped Children Act (except learning disabilities) and on the processes of identification, evaluation, and placement. The final section is the project bibliography. Appended are state-by-state policy charts. (SBH)

ED 157 234 EC 111 172
Kalogerakis, Michael G., Ed.
Pharmacotherapy for Institutionalized Adolescents: Report of a Panel.

Spons Agency—New York State Dept. of Mental Hygiene, Albany.
Pub Date 78
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adolescents, Civil Liberties, *Drug Therapy, *Emotionally Disturbed, *Guidelines, *Institutionalized Persons

Presented are 34 guidelines and related charts developed by a New York panel of experts on psychotherapy with disturbed institutionalized adolescents. The guidelines are organized into general principles, specific indications (acute disturbances subacute, and chronic disturbances), and the patient's rights. Charts include a list of commonly used medications (with generic names, brand names, and pharmacological families), recommended dosage levels, and recommended medication for subgroups of adolescent patients. Conclusions of the panel on the place of drug therapy, its usefulness in the treatment of disorders characterized by violent behavior, the risks, and the patient's rights are briefly discussed. Eight suggested research questions are noted. Appended are questions for discussion and selected references. (DB)

ED 157 235 EC 111 173
Lundman, Margita, Comp.
Technical Aids for the Speech-Impaired. An International Survey on Research and Development Projects.
International Commission on Technical Aids, Housing and Transportation, Bromma (Sweden).; Swedish Inst. for the Handicapped, Bromma.
Spons Agency—Swedish Board of Technical Development, Stockholm.
Pub Date 78
Note—60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Electromechanical Aids, *Foreign Countries, *Language Aids, Research Projects, *Speech Handicapped, *Surveys

One-hundred thirty-two projects concerning technical aids for the speech handicapped are summarized as a result of an international survey of 270 institutions. Introductory tables allow access to projects by diagnosis (type of speech impairment such as stuttering or aphasia laryngectomy) or type of technical aid (such as communication boards or speech output devices). Usually provided for each project are the title, the principle investigator (name, institution, and address), type of study, type of speech defect, project result, manufacturer's name and address, and brief comments. A listing of participating institutions arranged alphabetically by countries is appended. (DB)

ED 157 236 EC 111 174
Breiter, Joan
A Survey of the Status of Education for Gifted Elementary Children in the State of Iowa. Volume III, Issue II.
Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
Pub Date May 78
Note—36p.; A RISE Research Report
Available from—Research Institute for Studies in Education, College of Education, Iowa State University, Ames, Iowa 50011
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administration, Elementary Education, Exceptional Child Research, Federal Legislation, *Gifted, *Program Development, School Districts, State Programs, *State Surveys
Identifiers—Elementary Secondary Education Amendments 1970, *Iowa

The status of education for gifted elementary grade children in Iowa was exammned by means of a survey instrument focusing on state guidelines for program development, the ideas of experts in gifted education, and program relationship to Public Law 91-230 (The Elementary and Secondary Education Amendments of 1970). Of the 351 school districts responding (out of 449 surveyed), 36 currently have a program, 60 are planning a program, 253 do not plan to have a program, and two had a program in the past. Conclusions of the survey included recommendations regarding the following problem areas: (1) identification of gifted children, (2) effective evaluation procedures, (3) proper preparation of teachers, and (4) a definition of giftedness appropriate to the program and which also follows federal and state guidelines. Other recommendations include the need for school districts to involve the community in program planning and to receive financial suppport from federal, state, and local governmental levels. Appended are a tabular analysis of survey results, a listing of responding school districts, and the survey questionnaire. (DB)

ED 157 237 EC 111 214
Hinkle, Kerry And Others
School Psychological Services in Secondary Schools.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
Pub Date Aug 77
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Handicapped Children, *Role Perception, *School Psychologists, Secondary Education, *Trend Analysis

The monograph includes three papers on the provision of school psychological services in secondary schools. "Perspectives in Psychological Services at the Secondary School Level" (by K. Hinkle and S. Sommers) provides a state of the art review of past, present, and future trends. D. McEchron's paper "School Psychological Services in the Secondary Schools", includes discussion of such issues as learning disabilities, mental disabilities, and crisis intervention. The final paper is titled "School Psychological Services at the Secondary Level" by D. Scarborough and reviews the author's functions as a high school psychologist in such areas as counseling, assessment, and consultation. (DB)

ED 157 238 EC 111 215
Hansell, Bette And Others
School Psychological Services and Children with Behavior Disorders.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
Pub Date Sep 77
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavior Problems, Decision Making, Elementary Secondary Education, *Emotionally Disturbed, Identification, Intervention, Parent Counseling, *School Psychologists, *School Services

The document provides information from the practitioner's viewpoint regarding the school psychologist's contribution in serving children with behavior problems. Many variables, such as federal and state laws, professional standards and guidelines, as well as codes of ethics and trends in psychology, are seen to effect the decision making process for the psychologist in organizing and providing appropriate service for children with behavior disorders. The authors have drawn together information on the above variables and applied it to the following topics: identification, planning intervention strategies, and working with parents. (SBH)

ED 157 239 EC 111 216
Janes, Gary
School Psychological Services and Research in Schools.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
Pub Date Oct 77
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Research, Elementary Secondary Education, *General Education, Research Needs, Research Utilization, *School Psychologists

The author considers the involvement of school psychologists in research projects designed to improve services and meet the educational and behavioral needs of children. Reasons why research and evaluation are important are pointed out, the kind of research needed to be done is discussed, and a brief description and schematic of a service model whereby individuals who pose practical and potentially researchable ideas and questions would be able to implement them is proposed. (SBH)

ED 157 240 EC 111 217
Reschly, Daniel J.
Nonbiased Assessment and School Psychology.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
Pub Date Aug 78
Note—102p.; Appendix may be marginally legible
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Culture Free Tests, Disadvantaged Youth, Elementary Secondary Education, Evaluation Methods, Federal Legislation, *Handicapped Children, *Minority Groups, School Psychologists, *Student Evaluation, *Student Placement, *Test Bias
Identifiers—Education for All Handicapped Children Act

The paper discusses the various problems related to the current concerns with nonbiased assessment, with particular emphasis on the placement of minority group students in classes for the mildly retarded. Sections address the following topics: special education litigation; underlying issues in court cases (including the meaning of IQ test results, labeling effects, and effectiveness of special education); legislation requiring nonbiased assessment; differing conceptions and empirical results regarding bias in tests; prerequisites to implementation of nonbiased assessment procedures (including multidisciplinary contributions, outcomes criteria, and placement options and effective programs); and specific changes in assessment procedures (such as minimizing the risk of classfication). Among suggestions are that efforts be continued to insure that assessment procedures result in positive benefits for individuals, that the idea of multifactored assessment be implemented, and that nonbiased assessment be viewed as a process rather than a set of instruments. Appended materials include the Guadalupe court decision, P.L. 94-142 (Education for All Handicapped Children Act) rules and regulations regarding assessment and placement procedures, the Northeast Regional Resource Center outline of the nonbiased assessment process, and a rough draft of special education assessment procedures. (SBH)

ED 157 241 EC 111 218
Grimes, Jeff, Ed.
Psychological Intervention: Case Studies in School Psychological Services. Volume 1, 1977.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
Pub Date Mar 77
Note—63p.; For Volume II, see EC 111 219
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavior Change, Behavior Problems, *Case Studies, Contingency Management, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Research, *Handicapped Children, *Intervention, Operant Conditioning, *School Psychologists

The case studies presented by seven school psychologists illustrate the nature and scope of psychological intervention with emotionally disturbed and otherwise handicapped students. Included are papers with the following titles and authors: "Desensitization--An Approach to the Elimination of Phobic Behavior" (E. Asmus); "Reduction of Classroom Noise with a DRL (differential reinforcement of lower rates) Reinforcement Schedule" (P. Bowser); "Reducing Self Stimulatory Behavior by Increasing Talk Behavior in an Elementary School Boy" (J. Heider); "The Use of Behavior Modification in Attempting to Elicit Verbalization from an Electively Mute Child" (R. Ranes); "The Use of Tapes and Textbooks Together for Non-Readers in High School" (E. Schrader); "Contact System to Improve Increase Assignments Completed and Decrease Fighting Behavior" (B. Thomson); and "A Method of Increasing and Redistributing Praise Rates and Suppressing Negative Interactions of Preschool Teachers" (W. Wright). (SBH)

ED 157 242 EC 111 219
Grimes, Jeff, Ed.
Psychological Intervention: Case Studies in School Psychological Services. Volume 2, 1978.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
Pub Date Mar 78
Note—147p.; For Volume I, see EC 111 218
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Behavior Change, *Case Studies, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Research, *Handicapped Children, *Intervention, *School Psychologists

The 16 case studies illustrate the nature and scope of psychological intervention with emotionally disturbed and otherwise handicapped students. Included are papers with the following titles and authors: "Reducing Math Anxiety while Increasing Independent Work Habits in a Learn-

ing Disabled Elementary School Boy" (K. Hoogeveen); "Coping with Special Student Needs in the Absence of Appropriate Programs--A Case Study" (R. Smiley); "Wide Band Behavioral Treatment of a Socially Isolate Child" (M. Shepp); "Modifying Covert and Overt Manifestations of Anxiety Through a Multi-Modal Approach" (R. Ranes); "Decreasing Aversive Off Task Behavior of an Early Elementary Student" (B. Rasch); "Electronic Head Positioning Device for Multiply Handicapped Adolescent" (P. Bowser); "Developing Socially Acceptable Behavior Using the Student's Values and a Data Based System" (D. Dierks); "The Responsive Teaching Model--Focus on the Mentally Retarded" (J. Meyers); "Counseling with the Suicidal Student" (O. Dodson); "Using Self Management to Reduce Complaining Behavior" (M. Hansen); "Successful Treatment of School Phobia in a 15-Year-Old Male" (R. Kerr); "Diagnosis and Servicing of a Learning Disabled Child Compounded by Delayed Neurological Impulse Control" (W. Gould); "Reduction of Distractibility in a Fourth Grade Female Through the Reduction of Caffeine and Nicotine Intake by the Mother" (R. Kerr); "Increase in School Attendance by Use of a Behavioral Contract" (J. Langley); "Elimination of 'Hyperactive' Behavior in a 5-Year-Old Kindergarten Student" (M. Palmer); and "A Student School Contract" (M. Juskelis). (SBH)

ED 157 243 EC 111 220

Gilmore, Joseph T.

Technical Assistance in a Collaborative Framework.

New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Report No—451AH60852

Pub Date 77

Grant—G007602968

Note—81p.; For related information, see ED 126 631

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Conceptual Schemes, Elementary Secondary Education, *Handicapped Children, Higher Education, *Models, *Performance Based Teacher Education, Special Education Teachers, State Departments of Education, *Teacher Certification, *Technical Assistance

The booklet reviews the products and processes of a BEH (Bureau of Education for the Handicapped) funded project designed to explore the competence based hypothesis and its implications for teacher training, particularly with regard to providing alternative training strategies and models for the certification of teachers in special education. Among conclusions of Section I on technical assistance are that the regulatory and technical assistance functions of a state education agency should be administered through separate offices; that communication is the major technical assistance contribution that a state education agency can make, and that the major item that needs to be communicated is "What decisions are other people making that relate to me?" Section II analyzes survey data in which the educators who participated in the project report on how they feel about it. A third section includes excerpts from the three statewide conferences sponsored by the project and brief descriptions of several modules that were developed. A final section outlines the five instructional modules that were developed, field tested, and evaluated. (SBH)

ED 157 244 EC 111 221

Direction Service Model. Final Report.

Green (Del) Associates, Foster City, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 78

Contract—300-77-0481

Note—205p.; Print on pages showing maps, some tables, and information in appendixes may be poor due to marginal print quality in original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conceptual Schemes, Delivery Systems, *Demonstration Projects, Early Childhood Education, *Educational Programs, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Models

Identifiers—*California (San Mateo County), *Direction Service Model, *Education for All Handicapped Children Act

Based on the experience of implementing a demonstration model entitled Direction Service Model (DSM) in San Mateo County (California), the report describes one approach that can be utilized in the implementation of a federal law such as P.L. 94-142, the Education for All Handicapped Children Act. An introductory section includes a listing of services provided by the model (such as dissemination of information to those working with handicapped children) and covers San Mateo County programs innovations (such as the team learning center, experimental program for hearing impaired preschoolers, adult school and home teaching, and modification of graduation requirements for special education students). Section II delineates the various steps taken by the DSM staff during the eight project tasks: establish an advisory board; formulate direction service model, procedures, and forms; establish brocure library; begin serving clients; discuss cases handled; establish a reference file on all San Mateo Agencies; setting up a permanent system; carry out public relation efforts; and contact other DSM projects. A final section provides a synopsis of the first year's activities from the individual's and system's perspectives. Appended materials include job descriptions and vitaes, a list of agencies who responded, and the DSM abstract. (SBH)

ED 157 245 EC 111 222

Scholl, Geraldine T. And Others

Applying Standards to Improve Programs for Visually Handicapped Children and Youth in Residential and Day Schools.

Pub Date May 78

Note—28p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (56th, Kansas City, Missouri, May 2-5, 1978, Session W72)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Day Schools, Educational Programs, Elementary Secondary Education, *Program Evaluation, *Residential Schools, *Standards, *Visually Handicapped

The three papers describe current projects in the field for the visually handicapped which are directed toward improvement of educational programs in both day and residential settings. The first paper (by F. Roberts) reviews the process employed for revising the standards for residential schools. Discussed in the second paper (by G. Scholl) is the study to develop a similar self-study and evaluation guide for day programs. In a final paper, S. Spungin examines two projects--one on identifying competencies needed by teachers of the visually handicapped and the other on the formulation of guidelines for public school programs serving visually handicapped children. (SBH)

ED 157 246 EC 111 223

Gottlieb, Jay Strichart, Stephen S.

Advocacy Through the Eyes of Citizens.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 77

Grant—P0077071

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Attitudes, *Child Advocacy, *Mentally Handicapped, Research Projects, Surveys, *Volunteers

Identifiers—Florida

A survey of 83 advocates for the retarded in three Florida programs was conducted to obtain descriptive information regarding people who volunteer to become advocates, to determine advocates' reasons for volunteering, and to examine advocates' perceptions of the effects of the advocacy program on the proteges and on themselves. Among findings were that advocates volunteered because they wanted to help a handicapped person or because they wanted to fulfil some void in their own lives; that advocates did not report many negative community attitudes toward their protege, nor did they perceive that the proteges felt stigmatized by their condition of mental retardation; and that during their interactions with proteges, advocates discussed mostly general social concerns and tended to avoid discussions involving intimate matters, such as sex and family problems. (SBH)

ED 157 247 EC 111 224

Bayne, G. Keith And Others

An Assessment of Vocational Education Needs of the Disadvantaged and Handicapped in Kentucky. Final Report.

Louisville Univ., Ky. Dept. of Occupational and Career Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—H-28810

Pub Date Jul 77

Note—244p.; Not available in paper copy due to marginal reproducibility of parts of the document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Disadvantaged Youth, Educational Needs, *Handicapped Children, *Needs Assessment, Secondary Education, *State Programs, Surveys, *Vocational Education, *Vocational Rehabilitation

Identifiers—*Kentucky

Presented is the final report of a project to determine the number of disadvantaged and handicapped high school students in Kentucky, where their needs for vocational education and rehabilitation are not being adequately served, and the approximate cost of implementing each suggested program, service, or activity. Chapters cover introductory information on classification, misclassification, legislation, and litigation; objectives of the project (including the development of a data gathering instrument); the methods used for defining the disadvantaged and handicapped, selecting the sample population, instrument development, data analysis and processing, and collecting data on programs and services provided; project results (this chapter makes up the bulk of the document with tables showing statistical data); conclusions (including that projected figures indicate that 25,285 disadvantaged and 14,419 handicapped students feel that training opportunities are not available for them); and recommendations (such as offering a more diversified selection of occupational areas). Among appended materials are the student survey instrument, the regional director questionnaire, and special vocational programs unit data. (SBH)

ED 157 248 EC 111 225

Bardwell, Ann S.

Workshop for Occupational Home Economics Teachers on Working with Students with Special Needs. Final Report.

Eastern Kentucky Univ., Richmond. Dept. of Home Economics.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Dec 77

Note—152p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Demonstration Projects, *Handicapped Children, *Inservice Teacher Education, *Occupational Home Economics, Program Descriptions, *Program Evaluation, Secondary Education, *Teacher Workshops

Presented is the final report of a project to provide occupational home economics teachers with learning experiences designed to increase their knowledge and skills in working with students with special needs. Three phases of the project are outlined: development, implementation, and evaluation. Results of the project are provided in table form, and it is concluded that workshops resulted in a positive change toward increased knowledge of and skill in teaching the student with special needs. Appendixes, which make up the major portion of the document, include the following materials: sample forms, questionnaires, and checklists; a workshop calendar; papers addressing such topics as the use of a token economy, axioms on special education, and characteristics of and teaching techniques for the mentally retarded; a glossary,of terms; and information on module development, objectives, and activities, along with sample record sheets. (SBH)

ED 157 249 EC 111 226

Oelberg, Sarah

Social Learning Curriculum for Junior and Senior High School EMRs: A Working Paper.

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Pub Date Dec 73

Note—166p.; For related information, see EC 110 779e782 ; Some pages may be marginally legible due to print quality of the document
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Adjustment (to Environment), *Curriculum Development, *Educable Mentally Handicapped, Mentally Handicapped, Models, Problem Solving, Research Reviews (Publications), Secondary Education, *Socialization, Surveys, *Vocational Adjustment

The paper describes the rationale and development of a social learning curriculum for secondary level educable mentally retarded (EMR) students. Chapter I provides an historical perspective with a review of research covering such areas as the effectiveness of vocational programs, the employment potential of the mentally retarded, and work adjustment of the retarded. Background information to the Problem-Oriented Social Vocational Adaptation Program (POSVAP) is provided in a second chapter which outlines the model on which the curriculum is based. It is noted in Chapter III that 600 "problems at maturity" reported by professionals working with adult retardates were analyzed as part of the curriculum planning process. Described in Chapter IV are the problem-solving teaching techniques incorporated in the social learning curriculum and POSVAP. The pros and cons of various delivery systems are considered in Chapter V, and it is pointed out that the secondary-level curriculum is based on the premise that optimum learning takes place when there is a need for the learner to solve a problem, and that the most meaningful and interesting learning occurs when and where the problem arises. A final chapter reviews the results of two questionnaire surveys to obtain information about the current status of special education for secondary EMR students and to determine what attitudes and practices existed which would prove to be barriers to the POSVAP. Among appended materials are results of a survey of 376 school districts regarding secondary education programs for the mentally retarded. (SBH)

ED 157 250 EC 111 227
Special Education Handbook. State of Alaska 1977.
Pub Date 77
Note—60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Admission Criteria, Definitions, *Delivery Systems, Educational Responsibility, Elementary Secondary Education, *Gifted, *Handicapped Children, Program Development, Program Guides, Special Education, *State Legislation, *State Programs, Student Evaluation, Student Placement
Identifiers—*Alaska

Provided are regulations for establishing the basic program parameters necessary to implement Article 3, Chapter 30 of Alaska Statutes requiring school districts and regional attendance areas to provide special services for exceptional children. Seven chapters cover the following areas (sample subareas are in parentheses): authority and responsiblity for special education in Alaska (state and local education,authorities, local school districts, and enrollment); procedures for the establishment and operation of special education programs (certified personnel, child study teams, and due process procedures); special education program placement alternatives (regular classroom placement with specialized support, self contained programs, and contracts and transfers); public school foundation schedule for special education (requirements for reporting, child certification audits and program reviews, and special education annual plan of service); exceptionality defined (mental retardation, physical disability, other health impairment, emotionally disturbed, communicative disorders, specific learning disability, and gifted and talented); other definitions (educational evaluation, least restrictive environment, and long range goals); and eligibility for special education services (specific eligibility criteria for each exceptionality). (SBH)

ED 157 251 EC 111 262
Haeuser, Adrienne Ahlgren
Interdisciplinary Glossary on Child Abuse and Neglect: Legal, Medical, Social Work Terms.
Wisconsin Univ., Milwaukee. School of Social Welfare.
Spons Agency— National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No— OHDS-78-30137
Pub Date Feb 78
Grant—90-C-600
Note—106p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C 20402 (Stock No. 017-000-00206-6)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Child Abuse, *Definitions, *Glossaries, Laws, Medical Services, *Neglected Children, Social Work

The glossary contains definitions of approximately 600 terms which are concerned with legal, medical, and social work aspects of child abuse and neglect. The explanations of the terms are said to represent experts' consensus and conformance with the Standards of the National Center on Child Abuse and Neglect. A list of 54 acronyms is also provided. (DB)

ED 157 252 EC 111 263
Silver, Rawley A.
Developing Cognitive and Creative Skills Through Art: Programs for Children with Communication Disorders or Learning Disabilities.
Pub Date 78
Note—259p.
Available from—University Park Press, 233 E. Redwood St., Baltimore, Maryland 21201 ($14.95)
Document Not Available from EDRS.
Descriptors—*Art Therapy, *Aurally Handicapped, Case Studies, Cognitive Development, Communication Problems, Creative Development, *Emotionally Disturbed, Exceptional Child Research, *Language Handicapped, *Learning Disabilities, Textbooks

Intended as a basic text for graduate courses in art therapy with handicapped children, the book contains discussions of the role of art in the handicapped child's education and the development of cognitive and creative skills through the use of art. In the first of two parts, the range of opportunities in art for cognition, adjustment, and assessment are discussed and illustrated with over 150 drawings by children with learning disabilities, language and hearing impairments, visual-motor disorders, emotional disturbance, or by adult stroke patients. The second section presents techniques for developing, nonverbally, language concepts and includes methods for remediating cognitive deficits and evaluating cognitive and creative skills. The procedures are illustrated with case studies and supported with statistical analysis of four investigations. The appendix includes responses by craftsmen, employers, and others to a questionnaire regarding employment opportunities for the deaf. (Author/DB)

ED 157 253 EC 111 264
Bradley, Valerie J. And Others
A Guide to Federal Housing Programs for the Mentally Disabled.
Human Services Research Inst., Washington, D.C.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Report No—(ADM)78-674
Pub Date 78
Contract—278-75-0030(MH)
Note—127p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00727-7)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Community Programs, *Federal Aid, *Federal Programs, *Housing, *Mental Illness
Identifiers—Group Homes (Handicapped)

The guide is designed to provide information about the requirements and provisions of various federal housing assistance programs and their direct relevance to the creation and support of residential options for the mentally ill. Chapter I provides a descriptive overview of potentially relevant federal housing provisions. In Chapter II, specific HUD (Department of Housing and Urban Development) funding options are linked to a range of alternative community living arrangements. A final chapter summarizes various strategies which state and local agencies can apply to the process of securing funds and in the development of residential programs. Appended materials include a glossary, a bibliography, a list of key people in HUD area and regional offices, a list of State Housing Financing and Community Affairs Departments, a table showing the regional allocations of Section 8 and new traditional public housing funds, a list of relevant projects cited in the guide, and a Letter of Opinion affirming the eligibility of the mentally ill for Section 8 and traditional public housing programs. (SBH)

ED 157 254 EC 111 265
Rude, Carolyn R.
An Analysis of Priority Topic Areas and Personnel for Inservice Training Indicated in Fifty Annual Program Plans.
Council for Exceptional Children, Reston, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date May 78
Note—435p.; Not available in paper copy due to marginal legibility of orginal document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Inservice Teacher Education, Institutes (Training Programs), *State Programs, Surveys
Identifiers—*Annual Program Plans, *Education for All Handicapped Children Act

To better understand the emerging directions and priorities for inservice training across the country, the Comprehensive System of Personnel Development section of the Annual Program Plans (called for in P.L. 94-142, Education for All Handicapped Children Act) were reviewed for 49 states and the District of Columbia. The review was structured to answer the following questions: what priority training topics related to implementation of P.L. 94-142 are needed and planned by the states; who are the priority personnel groups requiring inservice training in the priority areas; what training modes and resources are to be used by states to train in priority topic areas; and what additional training needs are indicated in the development of a Comprehensive System of Personnel Development. Among results were that priority training topics vary for different states, that there is a discrepancy between the lists of needed and planned training topics, and that the two sets of topics ranked as highest need concern the day-to-day instructional and behavioral management of the handicapped child. (Appendixes, which make up the bulk of the document, contain charts on the inservice training topic areas needed and/or planned in the 50 annual program plans, priority inservice training topic areas and personnel groups in the 50 annual program plans, and statements from the annual program plans. (SBH)

ED 157 255 EC 111 266
Lovitt, Thomas C.
Managing Inappropriate Behaviors in the Classroom.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 78
Note—54p.
Available from—Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($4.00, Publication No. 178)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavior Change, *Behavior Problems, *Class Management, Contingency Management, Elementary Secondary Education, Emotionally Disturbed, Teaching Guides, Teaching Methods

The booklet provides information on a number of strategies for teachers to use in managing disruptive behaviors in the classroom. In the first section several approaches (such as token economies) are discussed that pertain to the general, comprehensive management of classes. Included in Section II are several strategies (including taking away something to attenuate behavior) that may be used with individuals who display inappropriate behaviors. A final section contains information on three approaches to group management: individual consequences contingent on individuals, group consequence contingent on individuals, and group consequence contingent on the group. A final section offers six considerations (such as defining principles by function and reviewing a variety of techniques) in the management of disruptive behaviors. (SBH)

ED 157 256 EC 111 267
Karnes, Merle B. Lee, Richard C.
Early Childhood. What Research and Experience Say to the Teacher of Exceptional Children.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 78

Note—119p.
Available from—Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($5.00, Publication No. 176)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Demonstration Programs, Early Childhood Education, Educational Diagnosis, Generalization, *Handicapped Children, Identification, Individualized Instruction, Individualized Programs, Language Development, Mainstreaming, Paraprofessional Personnel, Parent Role, Preschool Education, *Program Design, *Program Development, Research Reviews (Publications), Self Concept, Student Evaluation, Teacher Role, Teaching Methods
Intended for preschool teachers, the monograph identifies components of an exemplary program for preschool handicapped children. The first chapter on identification reviews the steps involved in location, screening, and diagnosis. Chapter 2 considers the research literature on the role played by parents and the family in the child's intellectual and academic development and the effectiveness of parent intervention. Mainstreaming--the process of including and maintaining handicapped students in regular classrooms--is the subject of Chapter 3. The effect of teacher behavior on the child's growth is examined in Chapter 4. Chapter 5 focuses on the promotion of a healthy and realistic self concept. Ongoing assessment, the subject of Chapter 6, is defined as the systematic and objective observation and analysis of a child's skills and deficits to determine a starting point for programing and to evaluate the effectiveness of current instruction. Practical procedures for individualizing instruction are offered in Chapter 7. Suggestions for developing language programs are included in Chapter 8; and the use of paraprofessionals in the classroom is discussed in Chapter 9. In a final chapter, the component of transfer of training (generalization) is explored. (SBH)

ED 157 257 EC 111 269
Chambers, Richard
Educational Programs for the Handicapped.
Pub Date 77
Note—17p.
Journal Cit—Georgia Association of Middle School Principals Journal; v1 n2 p43-52 Fall 1977
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Individualized Programs, Mainstreaming, *Student Placement
Identifiers—*Education for All Handicapped Children Act, Least Restrictive Environment
The article discusses two provisions--least restrictive environment and the individualized education program--generated by P.L. 94-142, Education for All Handicapped Children Act. Priorities for effective mainstreaming are considered, and opposition to the least restrictive environment concept is examined. It is concluded that the key to P.L. 94-142 is threefold: (1) that schools assess each child's ability, (2) that schools design an individualized education program that meets the child's educational needs, and (3) that schools assure that parental participation and due process procedures become components in all phases of the undertaking. (SBH)

ED 157 258 EC 111 270
Markle, Roena J.
Household Arts: A Curriculum Guide. Professional Series 3.
Greater Pittsburgh Guild for the Blind, Pa.
Spons Agency—Buhl Foundation, Pittsburgh, Pa.
Pub Date 77
Note—127p.; For related information, see EC 092 682 and EC 111 271-272
Available from—Greater Pittsburgh Guild for the Blind, 311 Station Street, Bridgeville, Pennsylvania 15017 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Blind, Cooking Instruction, *Curriculum Guides, Daily Living Skills, Food, *Homemaking Skills, Home Management, Learning Activities, Objectives, Sewing Instruction, Teaching Methods, Visually Handicapped
Presented is a curriculum guide on household arts developed as part of the Adjustment Training Program of the Greater Pittsburgh Guild for the Blind. Objectives and learning experiences are described for the following seven units: orientation in the kitchen, basic food preparation, advanced food preparation, laundry, housekeeping, basic sewing, and advanced sewing. (CL)

ED 157 259 EC 111 271
Kimbrough, James A. Huebner, Kathleen M.
Orientation and Mobility: A Curriculum Guide. Professional Series 4.
Greater Pittsburgh Guild for the Blind, Pa.
Spons Agency—Buhl Foundation, Pittsburgh, Pa.
Pub Date 77
Note—133p.; For related information, see EC 092 682, EC 111 270-272
Available from—Greater Pittsburgh Guild for the Blind, 311 Station Street, Bridgeville, Pennsylvania 15017 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Blind, Curriculum Guides, Daily Living Skills, Learning Activities, Mobility Aids, Objectives, Teaching Methods, *Travel Training, Visually Handicapped, *Visually Handicapped Mobility, *Visually Handicapped Orientation
The manual describes a curriculum in orientation and mobility developed as part of the Adjustment to Blindness Program of the Greater Pittsburgh Guild for the Blind. Objectives and learning experiences are listed for the following 10 units: use of sighted guides, basic indoor orientation and cane skills, residential sidewalk travel, residential/suburban non-sidewalk travel, rural non-sidewalk travel, light controlled intersections, business area travel, business establishment travel, metropolitan travel, and commercial non-sidewalk travel. (CL)

ED 157 260 EC 111 272
Wehrum, Mary E.
Techniques of Daily Living: A Curriculum Guide. Professional Series 5.
Greater Pittsburgh Guild for the Blind, Pa.
Spons Agency—Buhl Foundation, Pittsburgh, Pa.
Pub Date 77
Note—100p.; For related information, see EC 092 682 and EC 111 270-271
Available from—Greater Pittsburgh Guild for the Blind, 311 Station Street, Bridgeville, Pennsylvania 15017 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adjustment (to Environment), *Blind, Curriculum Guides, *Daily Living Skills, Eating Habits, Hygiene, Learning Activities, Objectives, *Self Care Skills, Teaching Methods, Visually Handicapped
Presented is a curriculum guide on daily living skills developed as part of the Adjustment to Blindness Program of the Greater Pittsburgh Guild for the Blind. Objectives and learning activities are described for the following four units: table orientation and eating skills, personal grooming, special needs (including telephone use, money handling, and package wrapping), and shopping and marketing. (CL)

ED 157 261 EC 111 307
Goldberg, Paula Wolf, Judith
Who Serves the Handicapped Preschool Child? A Report of the Minnesota State Council for the Handicapped's Task Force on Early Intervention.
Minnesota State Council for the Handicapped, St. Paul.
Pub Date Nov 76
Note—86p.
Available from—Documents Section, 140 Centennial Building, St. Paul, Minnesota 55155 ($2.08 includes postage and handling)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Delivery Systems, Economically Disadvantaged, Exceptional Child Research, *Handicapped Children, Minority Groups, Preschool Education, *State Programs, *State Surveys
Identifiers—*Minnesota, Task Force on Early Intervention
The Task Force on Early Intervention was designed to describe services for preschool handicapped children in Minnesota. The Task Force had three major objectives: to discover basic information about the preschool handicapped population in Minnesota; to discover whether poor and minority children have equal access to preschool handicapped programs; and to look at guidelines and regulations relating to preschool handicapped programs. Data from survey forms received from 412 program directors fell under four major groupings--(1) method of providing services, geographic area, age of program, number of children, ages of children, and types of disabilities; (2) the number of poor and minority children served and the directors' perceptions of such service; (3) types of funding for programs, methods used to locate and identify children; and (4) the number of personnel and types of staff certification. Among findings were that the 2,833 handicapped children who have been identified as being served are in many programs, which are funded through various sources and administered by at least six state agencies; that poor and minority children are being served at what appears to be a reasonable rate; and that there are no comprehensive regulations for preschool handicapped children at the state level. (Statistical data are given, as well as such appended materials as a sample survey form, state preschool statutes, and a list of Minnesota preschool handicapped programs.) (SBH)

ED 157 262 EC 111 308
Summary Report of the Title VI-G Network Third Annual Conference. (Minneapolis, Minnesota, December 5-8, 1977).
Network of Innovative Schools, Inc., Andover, Mass.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Dec 77
Grant—300-75-0396
Note—101p.
Available from—David P. Crandall, Ed.D., The NETWORK, 290 South Main Street, Andover, Massachusetts 01810
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Class Management, Conference Reports, Contingency Management, Delivery Systems, Demonstration Projects, *Educational Programs, Educational Research, *Educational Trends, Elementary Secondary Education, Federal Legislation, Financial Support, Individualized Programs, Information Dissemination, *Learning Disabilities, Program Evaluation, Remedial Instruction, Resources, Rural Education, State Departments of Education, Student Evaluation
Presented is the summary report of the Third Annual Conference of the Title VI-G Network which was designed to update learning disability (LD) professionals on pertinent program and education developments, to inform them of future trends and plans, and to offer concrete help in their present work. Introductory sections provide a schedule of the conference as well as a listing of conference participants. Following the text of the keynote address by M. Reynolds are descriptions of sessions covering the following areas: funding, monitoring, and program information from the Bureau of Education for the Handicapped; the new LD research institutes; improvement of communication between special education and regular classroom teachers; the role of the placement committee in the development of the individualized education program; review of four current research efforts; strategies for effective classroom management; remediation of LD at the secondary level; implications of recent federal legislation; special education representatives from state departments of education; evaluation designs; current practices in the assessment of LD children; behavioral approaches to assessment and programing; group process issues and approaches; delivery of special education services in rural areas; improvement in the field of LD; packaging and diffusion of a demonstration project; and helping practitioners locate and use resources. Each session summary includes information on the intended audience, purpose, format, session leader, and a brief description. (SBH)

ED 157 263 EC 111 309
Hovell, Carrie Fry, Betty
Effective Approaches: A Manual for Teachers of Handicapped Preschoolers Trainer Manual.
East Central Kansas Economic Opportunity Corp., Inc., Ottawa.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date 75
Grant—OCD-H-7041
Note—95p.; For the teacher manual, see EC 111 310 ; Some parts of document may be marginally legible

Available from—ECKAN Head Start, Box 200, Ottawa, Kansas 66067 ($2.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Handicapped Children, Manuals, Preschool Education, *Program Planning, *Teacher Education, *Teacher Educators
Identifiers—*Project Head Start
The manual for the trainer of Head Start teachers is designed to accompany teacher units on basic techniques for working with handicapped preschool children. Following administrator and trainer tests are sections on the following areas: using the manual, setting up the program, the point system, negotiating with the director, negotiating with teachers, testing, pretest post-test answers, quizzing, giving the lessons, practicum, observations, table of percentages, providing feedback, graphing, cleaning up, and study question answers. Appended materials include the following: a pretest-posttest, director contract, teacher training information, calendar, teacher contract, 10 quizzes, point report slip, observation sheet, suggestion form, feedback reminder, point summary sheet, teacher graph, and course evaluation form. (SBH)

ED 157 264 EC 111 310
Fry, Betty Hovell, Carrie
Effective Approaches: A Manual for Teachers of Handicapped Preschoolers.
East Central Kansas Economic Opportunity Corp., Inc., Ottawa.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date 75
Grant—OCD-H-7041
Note—227p.; For the teacher trainer manual, see EC 111 309 ; Some parts of document may be marginally legible due to print quality
Available from—ECKAN Head Start, Box 200, Ottawa, Kansas 66067 ($3.00)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Behavior Change, Class Management, Discipline, *Handicapped Children, Identification, Individualized Instruction, Instructional Materials, Preschool Education, *Program Planning, Reinforcement, Teaching Guides, *Teaching Methods
Identifiers—*Project Head Start
Presented are 10 teacher units designed to provide Head Start teachers with the basic techniques for working with preschool handicapped children. Unit I describes some of the possible handicapping conditions that may cause a child to need special education or supportive services in Head Start. Subsequent units cover the following areas (sample subtopics in parentheses): identifying and planning for the special child (the medical examination, behavior profile, and specialists); motivating and promoting appropriate classroom behavior (types of reinforcers); evaluating instructional techniques (definition and graphing of behavior); individualizing instruction (chaining, shaping, and prompts); using discipline to decrease problem behavior (extinction, timeout, and punishment); planning for special needs (learning centers, peer tutoring, and classroom layout); target teaching (objectives, target task I, and skill areas); creating classroom materials (people puzzles, lottos, and tracing); and sharing teaching techniques. Included throughout the document are illustrations, checklists, forms, suggestions for supplementary reading, and study questions. (SBH)

ED 157 265 EC 111 312
Child Abuse and Protective Services in Texas.
Texas State Bar.; Texas State Dept. of Public Welfare, Austin.
Pub Date Oct 76
Note—477p.; Print may be poor due to light copy on some pages of original document
EDRS Price MF-$0.83 HC-$26.11 Plus Postage.
Descriptors—*Child Abuse, Child Advocacy, *Neglected Children, *Services, *State Legislation, *State Programs
Identifiers—*Texas
The 14 articles serve to promote interaction among Department of Public Welfare staff, judges, attorneys, and other persons or groups working in the area of child abuse and protective services in Texas and to clarify the law and procedure in this area. Included are the following titles and authors: "Perspectives of Child Abuse and Child Protective Services in 1976" (B. Anderson); "Reporting and Investigating Child Abuse" (F. Biel); "Emergency Protection of Children--Chapter 17 of the Family Code" (D. Hester); "Protective Conservatorship" (E. Pena); "Legitimation, Adoption and Termination of Parental Rights" (D. Royall); "Child Abuse and Neglect Case Example" (K. Love and G. Ford); "Recognizing Child Abuse" (J. Hebeler); "Offices and Projects Concerned with Child Abuse and Protective Services" (Region VI Resource Center on Child Abuse and Neglect); "State Child Neglect Laws in America" (S. Katz); "Glossary of Legal Terms in Child Abuse Cases" (P. McClung); "Bibliography--Child Abuse and Protective Services" (S. Hall); "Child Abuse and Neglect Forms--Investigation, Emergency Protection and Extended Relief (Conservatorship and Termination)" (W. Schur); and "Child Care Licensing Act of 1975." (SBH)

ED 157 266 EC 111 751
de Lorenzo, Eloisa Garcia Etchegoyhen
Planning the Future of Special Education: Our Duty, Our Responsibility, and Our Privilege.
Pub Date Jun 78
Note—18p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Trends, Elementary Secondary Education, *Futures (of Society), *Handicapped Children, *Special Education
Future trends in the field of special education are considered from the special educator's point of view. Predictions for education beyond 1984 include that schools will increase their capacities or modify their operational procedures so that educational services will be provided for all children, that parents will receive a semiannual set of instructional objectives for each of their children, and that elderly and retired persons will substantially supplement the efforts of regular school personnel. (SBH)

ED 157 267 EC 111 752
Magne, Olof
The Development of Teaching Materials, Instructional Techniques, and Evaluation: An International Challenge.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Handicapped Children, *Instructional Materials, *International Educational Exchange, *Special Education
The author considers the advantages of international cooperation regarding instructional materials in special education. Efforts of the European Association for Special Education (EASE) are mentioned, media theory is discussed, outcomes of the Stockholm Conference on special education instructional materials are outlined, and suggestions for the future (including the development of a service for interchange of ideas and information) are offered. (SBH)

ED 157 268 EC 111 753
Geer, William C.
CEC and the Development of a Professional Information Center.
Council for Exceptional Children, Reston, Va.
Pub Date Jun 78
Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Gifted, *Handicapped Children, *Information Systems, *Professional Associations
Identifiers—*Council for Exceptional Children
Reviewed is the historical background of the Council for Exceptional Children (CEC), and described are the Educational Resources Information Center (ERIC) system and CEC's literature collection entitled "Exceptional Child Education Resources" (ECER). Plans for the Council's future, including the development of its own computer system for information, are mentioned. (SBH)

ED 157 269 EC 111 754
Speck, Otto
Personnel Preparation: International Comparisons.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Foreign Countries, *Handicapped Children, Higher Education, Post Secondary Education, *Special Education Teachers, *Teacher Education, *Teacher Role
Identifiers—*Germany
The author focuses on the role of the teacher of the handicapped in the Federal Republic of Germany. Outlined are the main tasks of the special education teacher, the types of academic training in special education, the course and content of studies in special education, and educational trends in German special education. (SBH)

ED 157 270 EC 111 755
Befring, Edward
Personnel Preparation for Special Education in Norway. An International Comparison.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Foreign Countries, *Handicapped Children, Higher Education, Post Secondary Education, Program Descriptions, *Special Education Teachers, *Teacher Education
Identifiers—*Norway
Described is the basic structure of the Postgraduate Teacher Training Center of Special Education in Norway. Among areas considered are admission qualifications, subjects covered in the training program, the five specialization courses, and practical educational problems and principles. (SBH)

ED 157 271 EC 111 756
Sundberg, Nils-Ivar
Challenge of Special Education in Developing Countries.
Pub Date Jun 78
Note—5p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Handicapped Children, *International Organizations, *Program Descriptions
Identifiers—*UNESCO
The author describes Unesco's program for education of the handicapped. It is pointed out that the program's main tasks are to create and develop contacts with United Nations and specialized agencies and with nongovernmental organizations working for the handicapped, to plan and carry out worldwide studies within the different fields of special education, and to assist member states in developing educational facilities for the handicapped and training of their teachers. (SBH)

ED 157 272 EC 111 757
de Braslavsky, Berta P.
Human Rights and Special Education in the Developing Countries.
Pub Date Jun 78
Note—17p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Civil Liberties, Educational Trends, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Special Education
Identifiers—*Latin America
The paper provides some significant data, from the economic, social, cultural, and educational context, on some of the obstacles to fundamental rights in Latin America; and deals with special education in these countries, its scope and resources, and the attitudes and philosophical assumptions which help or hinder its expansion. Among recommendations for the future are that specific action be undertaken to prevent social causes attacking those children who are more liable to aggression and that funds be appropriated for more research. (SBH)

ED 157 273 EC 111 758
Bissonnier, Henri
What Have We to Give, What Have We to Receive, What We Deal with the Developing Countries?
Pub Date Jun 78
Note—6p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Developing Nations, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Special Education

The author relates some experiences regarding special education in developing countries. Pointed out is the presence of such basic principles as the priority of the handicapped and the importance of the human relationship. (SBH)

ED 157 274 EC 111 759

McKenna, John

Changing Attitudes of Parents.

Pub Date Jun 78

Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Changing Attitudes, Early Childhood Education, *Family Programs, *Handicapped Children, *Intervention, *Parent Attitudes

Identifiers—*Risk Students

The benefits of family level intervention programs for parents of young handicapped or "at-risk" children are pointed out. Fundamental prerequisites for the success of such programs are outlined, findings of research regarding the setting up of family level intervention programs are listed, and a framework for such a program is offered. Techniques for dealing with parents attitudes are explored. (SBH)

ED 157 275 EC 111 760

Hansen, Philip A. Hansen, Shirley B.

Mainstreaming: International Perspectives.

Pub Date Jun 78

Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Comparative Education, Conceptual Schemes, Delivery Systems, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Mainstreaming, *Models, Resource Room Programs

The authors discuss four strategies used by different countries to effect mainstreaming. Examined are the Resource Room Model from the United States, the Educational Pairing Model from Denmark, the Consultant Teacher Model from Norway, and the Combined Services Model from Poland. It is held that the ultimate plan for integration of the Handicapped has yet to be devised and that the concept of mainstreaming can be aided by the concept of networking to facilitate world-wide data exchange. (Author/SBH)

ED 157 276 EC 111 761

Andrews, R. J.

Implications of Some Australian Research for Future Special Education.

Pub Date Jun 78

Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Downs Syndrome, Educable Mentally Handicapped, *Educational Research, *Educational Trends, Foreign Countries, *Handicapped Children, *Mentally Handicapped

Identifiers—Australia

The paper reviews research studies on school provision for mildly intellectually handicapped children, the evaluation of services for the handicapped, language and communication in Down's syndrome children, and the educational needs of spina bifida and hydrocephalic children. Implications from the findings are discussed in relation to the characteristics of future educational provision for handicapped children in Australia. (Author/SBH)

ED 157 277 EC 111 762

Egg, H. C. Maria

Integration of the Mentally Retarded in Society: Their Wish or Ours?

Pub Date Jun 78

Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Needs, Elementary Secondary Education, *Mainstreaming, *Mentally Handicapped, Student Placement

The authors discuss areas of concern in the integration of the mentally retarded into the regular classroom. Considered are such issues as program emphasis on competitive jobs versus work in a sheltered environment, recreational possibilities, the quality of institutional care as it relates to institution size, and regular classes versus special classes for retarded children. (Author/SBH)

ED 157 278 EC 111 763

Kuo, Wei-fan

Assessing and Identifying the Development and Educational Needs of the Exceptional Individual.

Pub Date Jun 78

Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Educational Diagnosis, Elementary Secondary Education, *Evaluation Methods, *Handicapped Children, Testing Problems

The author stresses that diagnosis is desirable only when it leads to special education intervention. Diagnosis in a service vacuum is seen to be unnecessary and frustrating for parents and teachers of handicapped children. It is also emphasized that assessment of intraindividual differences is more valuable than that of interindividual differences and that IQ score has limited value in providing information about a child's strengths and deficiencies upon which prescriptive teaching programs can be developed. Finally, it is suggested that familiarity with the concepts and techniques of criterion-referenced testing is helpful for teachers to construct informal tests for classroom uses and that criterion-referenced testing is also closely integrated with self-paced, individualized instruction. (Author/SBH)

ED 157 279 EC 111 764

Ashcroft, S. C.

Improving Instruction Through the Exchange of Information on Instructional and Professional Materials for Special Education.

Pub Date Jun 78

Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Technology, Elementary Secondary Education, *Handicapped Children, *Instructional Materials, *International Educational Exchange, *Special Education, Teaching Methods

Modern technology is making it possible to improve education for the handicapped through the world exchange of information on instructional and professional materials for special education. Current developments in the United States, including the National Instructional Materials Information System and the rapid development of a number of instructional management systems designed to enable teachers to individualize instruction and to identify instructional objectives, teaching techniques, and related instructional materials needed to attain highly specific instructional goals, could facilitate the attainment of new levels of achievement in specialized educational services for handicapped children throughout the world. (Author/SBH)

ED 157 280 EC 111 765

Stafford, Ann K. Baxter, Janice H.

Curriculum for an Early Childhood Gifted and Talented Program.

Pub Date Jun 78

Note—15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Curriculum Design, Early Childhood Education, *Gifted, *Program Descriptions, *Talented Students

In 1976, the School District of Oconee County, South Carolina was awarded a federal grant to identify and serve children (3 to 6 years old) who were termed gifted and talented by ranking in the upper 2% of the population. A curriculum was devised to meet the needs of the gifted and talented student. The curriculum moved the child through a developmental sequence with the ultimate goal being to involve the child in a cycle of learning. (Author/SBH)

ED 157 281 EC 111 766

Stott, Denis H.

The Flying Start Learning-to-Learn Program.

Pub Date Jun 78

Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Early Childhood Education, *Games, Instructional Materials, *Learning Readiness, *Mentally Handicapped, *Program Descriptions

Identifiers—*Flying Start Program

Described is the rationale and methodology of the Flying Start program, a conditioning program designed to teach good learning skills to 5- to 7-year-old children and the older retarded. It is explained that in playing games with the program's materials the children learn the value of close attention, of taking time to reflect and to draw on their earlier learning, and to get the confidence they will succeed if they try. Some of the games are described. (Author/SBH)

ED 157 282 EC 111 767

Alzate, Gloria

Analysis of Testing Problems in Spanish-Speaking Children.

Pub Date Jun 78

Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Culture Free Tests, Disadvantaged Youth, Elementary Secondary Education, Minority Groups, *Spanish Speaking, Student Evaluation, *Test Bias, *Testing Problems

The paper reviews the literature on the problem of testing Spanish-speaking children with North American Instruments, and suggests some solutions to the problem. In the first section, studies done with Spanish-speaking children are considered; studies of other cultures follow; and a final section probes the issue of test bias. (Author/SBH)

ED 157 283 EC 111 768

Juul, Kristen D.

An International Bibliography in Special Education: A Felt Need.

Pub Date Jun 78

Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Delivery Systems, Elementary Secondary Education, *Handicapped Children, *Information Dissemination, *Information Systems, *International Educational Exchange, International Organizations, *Special Education

The rapid expansion of special education in many parts of the world has brought about much new knowledge and the need for a global information and documentation service. To pull together world-wide information and documentation, UNESCO, the Bureau of International Education, the Council of Europe, the Educational Resources Information Center (ERIC), and other national and international organizations dedicated to the education of exceptional children should unite in forming a special education information system with an international readership. To do this, there are several problems that must be solved which relate to funding, the selection and processing of data, translations of pertinent literature, and procedures for publishing. (Author/SBH)

ED 157 284 EC 111 769

Wood, Mary M. And Others

The Economics of Special Education in a Developing Country.

Pub Date Jun 78

Note—17p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Cost Effectiveness, Foreign Countries, *Handicapped Children, Job Skills, Primary Education, *Program Costs, *Program Descriptions

Identifiers—Peru

The paper examines an exemplary special education school for the handicapped in Peru and describes the school's success in training children in primary education and basic work skills. A rate of return for the investment in the school is calculated using cost-benefit analysis. The results are noted to indicate a conservative estimate of 10% return for the investment. Compared to the typical return on industrial investments in South America, this return in special education is seen

as an attractive alternative for the use of public funds. (Author/SBH)

ED 157 285 EC 111 770
Hardy, Madeline I.
The Learning Resource Model in a School System.
Pub Date Jun 78
Note—17p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Conceptual Schemes, Elementary Secondary Education, *Handicapped Children, *Learning Disabilities, *Models, *Resource Room Programs, *Special Education Teachers, *Teacher Role

The learning resource teacher serves in a variety of modes (including assessment, intensive individual instruction with specific learning disability students, and provision of advice and/or materials to teachers). The role of the learning resource teacher is much broader than that of the remedial specialist in that she is a catalyst in the development of resources and materials, in the use of volunteers and tutors in the schools, and in the exploration of new methods of service delivery and instruction. The classroom teacher is the key to the ultimate success of any intervention and must retain responsibility for the student's progress. The goal, then, of the learning resource system is the enhancement of the teacher's skill to handle basic instruction well and to deal with learning disabilities and other exceptionalities as they develop, with the support of the learning resource teacher. (Author/SBH)

ED 157 286 EC 111 771
Eyde, Donna R. Altman, Reuben
An Empirical Study of the Development of Memory and Metamemory in Mild and Moderately Retarded Children.
Missouri Univ., Columbia.; Nebraska Univ. Medical Center, Omaha.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.
Report No—443AH60046
Pub Date Jun 78
Grant—6007604689
Note—28p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Cognitive Processes, *Educational Research, Elementary Secondary Education, *Memory, *Mentally Handicapped, Research Reviews (Publications)
Identifiers—*Metamemory

The paper focuses on the need for utilizing current research findings relative to developmental differences in memory and metamemory (knowing about knowing) behaviors among populations of normal and mentally retarded learners. Results of a series of studies which investigated the developmental attributes of memory and metamemory behavior among retarded school aged children are described. Findings are seen to illuminate the strengths and weaknesses of the retarded learner's information organization skills relative to the classroom demands on memory abilities. It is concluded that the retarded child is at least minimally aware of a number of strategic phenomena. In the future, it is suggested that practitioners devise systematic classroom based learning experiences so as to promote development relative to information organization skills if they are to provide effective remedial and compensatory education to developmentally delayed learners. (Author/SBH)

ED 157 287 EC 111 772
DuBose, Rebecca F.
Assessment of Behavioral Repertoires of Severely Impaired Persons.
Pub Date Jun 78
Note—27p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavior Rating Scales, Elementary Secondary Education, *Evaluation Methods, *Severely Handicapped, *Student Evaluation, Testing
Identifiers—Developmental Activities Screening Instrument

The difficulties in the assessment of severely handicapped children are described. Competencies for examiners and desirable test characteristics are listed. A table presents descriptive information on tests most frequently used in measuring the behavioral repertoires of severely handicapped children. The Developmental Activities Screening Instrument, a recently published nonverbal test designed specifically for severely handicapped children, is noted. (Author)

ED 157 288 EC 111 773
Callahan, William P.
International Perspectives in Curriculum Development in Special Education. Great Britain-USA.
Pub Date Jun 78
Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Comparative Education, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, International Educational Exchange, *Special Education
Identifiers—Great Britain

The paper presents similarities in process, goals, procedures, and evaluation of curriculum development for special education in the United States and Great Britain. The author points out the need for international exchange of information and materials in special education. (Author/SBH)

ED 157 289 EC 111 774
Bishop, Elizabeth S.
Self-Concept and Family Relations in Physically Handicapped Adolescents in British Day and Residential Special Schools.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adolescents, Day Schools, Elementary Secondary Education, Exceptional Child Research, *Family Relationship, Foreign Countries, *Physically Handicapped, Residential Schools, *Self Concept, *Social Adjustment, *Special Schools
Identifiers—Great Britain

A number of social, home adjustment, and self concept measures were administered to 200 physically handicapped adolescents in British special schools. No significant differences were found in terms of self concept, family relations, social adjustment, or attitudes toward the disabled between the 100 dayschool Ss and the 100 residential school Ss. Likewise, no differences were seen when comparisons were made between those with acquired and congential handicaps or those with more or less severe handicaps. Males did have more positive self concepts than females. (Author/SBH)

ED 157 290 EC 111 775
Blacher-Dixon, Jan Simeonsson, Rune J.
The Development of Social Competence Through Role-Taking and Sociodramatic Activities.
Pub Date Jun 78
Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Interpersonal Competence, *Mentally Handicapped, *Perspective Taking, Role Playing, *Social Development, *Sociodrama, Teaching Methods

The paper demonstrates the potential of sociodramatic and role-taking activities for promoting socially competent behavior in the retarded. Possible applicability of a variety of interventin techniques to different settings or countries is considered. The domains of role-taking and sociodramatic activities are seen to comprise an important and productive area of research with significant clinical implications. The authors suggest that sociodramatic activities become a part of any program for the mentally retarded which has social competence, or some type of normalization, as a goal. (Author/SBH)

ED 157 291 EC 111 776
Krantz, Gordon C.
A Left-Hemisphere Model for Right-Hemisphere Programmers.
Pub Date Jun 78
Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Cerebral Dominance, Conceptual Schemes, *Handicapped Children, *Models, *Program Planning

The paper presents an action-and-decision (left-hemisphere) algorithm as a model for planning by holistic, intuitive (right-hemisphere) managers of service programs, including programs for exceptional children. Because the model is not based upon an established literature in the field of service to exceptional individuals, and because it appears to be useful, powerful, and somewhat technical, dialogue on the subject is proposed. (Author/SBH)

ED 157 292 EC 111 777
Perelman, Phyllis, F.
Observations on Integration and Mainstreaming in Three Different Cultures.
Pub Date Jun 78
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Comparative Education, *Educational Research, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *International Educational Exchange, *Mainstreaming

During 1977-78, teacher training and available services for mainstreaming special education students were investigated in Latin America (Costa Rica and Honduras), Israel, and the West Bank. Comparisons were made with existing programs in Vermont, and workshop training and consultation were provided. Findings indicated prevalence of categorical special education and little, if any, mainstreaming or education in the least restrictive environment, as conceived under P.L. 94-142 (Education for All Handicapped Children Act). (Author/SBH)

ED 157 293 EC 111 778
Major, Suzanne T.
The Challenge of Servicing Adolescents with Learning Problems.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adolescents, Conceptual Schemes, *Delivery Systems, *Learning Disabilities, *Models, *Secondary Education

The paper describes a means to develop and implement a services delivery system for secondary level learning disabled students, which is based on surveys of secondary school teachers and administrators. The service delivery system proposed is one which can be adapted or modified to a wide variety of teaching situations. Theoretical and research bases for the program are discussed. (Author/SBH)

ED 157 294 EC 111 779
Leong, Che Kan
Understanding Reading Retardation: Cognitive Aspects.
Pub Date Jun 78
Note—18p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Cognitive Processes, *Educational Research, Elementary Education, Learning Disabilities, *Reading Difficulty

The paper discusses research on cognitive processing of disabled readers (mean age 9 years) within a brain-behavior framework and offers some projections into the future. The author focuses on children with severe reading disability or reading retardation although reference to "backward" readers is also included. The delineation of subgroups of disabled readers, the explication of perceptual versus verbal deficits in these children, and especially differential remediation are seen as necessary continuing tasks for the years ahead. (Author/SBH)

ED 157 295 EC 111 780
Cant, Malcolm J.
A Unique Team Approach to the Total Education of the Student with a Neurological Disorder.
Pub Date Jun 78
Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Early Childhood Education, *Educational Programs, Elementary Secondary Education, *Interdisciplinary Approach, Learning Disabilities, *Neurologically Handicapped, *Program Descriptions, *Teamwork, Young Adults

The paper outlines the program of services provided by a multidisciplinary professional team for the neurologically disordered child from preschool to young adulthood. Noted among the services offered are the following: an infant stimulation program, preschool prep program, group sensory integration program, special educational assistance, summer enrichment program, summer skill advancement program, preteen and teen discussion groups, older teen and young adult recreation and sports clubs, independent living skills program, behavior management groups for parents, and family conferences. (SBH)

ED 157 296 EC 111 781

Vitu, Edward

New Opportunities for Visually Handicapped People Through Applying Today's Technology.

Pub Date Jun 78

Note—15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Blind, *Electromechanical Aids, *Research Utilization, *Sensory Aids, *Technology, Visually Handicapped

The paper offers suggestions to improve today's climate for technological aids for the blind, describes some currently available aids and some future possibilities from research, and addresses the question of programed implementation. (Author/SBH)

ED 157 297 EC 111 782

Phelps, L. Allen

A Review and Analysis of Vocational Education Programming for Handicapped Individuals in the United States.

Pub Date Jun 78

Note—15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Needs, *Educational Programs, *Educational Trends, Elementary Secondary Education, *Handicapped Children, State of the Art Reviews, *Vocational Education

The paper provides an overview of the current national state-of-the-art in vocational education programing for handicapped individuals. Past and present practices are reviewed, emerging trends are noted, and future problems and challenges that need to be addressed are examined. (Author/SBH)

ED 157 298 EC 111 783

Peter, Margaret

Journals and Teachers - Are We Getting Through?

Pub Date Jun 78

Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Handicapped Children, *Journalism, *Periodicals

The author speculates on some of the reasons why journalists are not getting through to as many teachers as they should and suggests some solutions to the problem, with particular emphasis on reaching the teacher of the exceptional child. Shortcomings of educational journals are noted to involve content and presentation. Eliminating jargon is one of the suggestions offered for improving educational journal readability. (SBH)

ED 157 299 EC 111 784

Tawney, James W.

Programming Educational Environments for the Severely Retarded: Curriculum Development, Research and Service, Emanating from an Errorless Learning Model.

Pub Date Jun 78

Note—19p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Curriculum Development, *Custodial Mentally Handicapped, Early Childhood Education, *Educational Technology, Elementary Secondary Education, Mentally Handicapped, Severely Handicapped, *Trainable Mentally Handicapped

The paper describes a 6-year project to develop curriculum, instructional technology, and computer generated instruction for severely developmentally retarded children (1 to 21 years old). Sections focus on curriculum content (which includes 100 instructional programs in such areas as self help skills), curriculum structure, the integrated learning system, instructional model, and field validation. A view of the educational environments for severely impaired children in the year 2000 is presented, encompassing the concepts of efficient and futuristic uses of computer technology in homes and in schools. (Author/SBH)

ED 157 300 EC 111 785

Toomey, John F.

A Controlled Experiment in the Education of the Severely Subnormal.

Pub Date Jun 78

Note—21p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adolescents, Childhood, Cognitive Development, Early Childhood, *Educational Programs, Exceptional Child Research, *Intervention, Language Development, Mentally Handicapped, *Program Effectiveness, Social Development, *Trainable Mentally Handicapped

The study examined the effects of educational treatment on 62 children (5 to 16-years-old) in a care unit for ambulant, trainable, low-moderate, and severely mentally handicapped children. Educational programing was provided in four areas: gross motor, motor perceptual, language, and social training. Results showed that the experimental children made significantly greater progress in two of the three areas of development (mental age and social age) than did their controls over the program's 2 years. In the third area, language, gains in favor of the experimental groups in expressive language did not reach significance level, and, unexpectedly, the controls showed greater actual, though again non-significant gains in receptive language. (SBH)

ED 157 301 EC 111 786

Halliday, Carol

Integrating Exceptional Children into the Regular Classroom.

Pub Date Jun 78

Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, *Mainstreaming, *Program Descriptions, *Special Schools, *Visually Handicapped

Identifiers—Switzerland

The author describes a Swiss special school program for visually handicapped children, briefly comments on the concept of integration, and discusses current endeavors to make practical, appropriate integration work. Considerations for more comprehensive integrated programing are listed. (Author/SBH)

ED 157 302 EC 111 787

Butler-Arlosoff, Nava

Training Teachers Towards Responsibility in Future Education: Innovative Models.

Pub Date Jun 78

Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Cultural Differences, *Disadvantaged Youth, Foreign Countries, *Gifted, Handicapped Children, Inservice Teacher Education, *Teacher Education

Identifiers—Israel

The importance of teacher education is stressed, and two models for teacher education in Israel, one for teachers of gifted children in an urban environment and the other for training teachers of culturally different children, are offered. The teachers of gifted children were provided with a theory and practice course, a workshop, and practical teaching experience. The model of teacher training for disadvantaged areas focused on involving the teacher in the responsibility of changing educational attitudes through such activities as forming a group of local leaders to aid in changing attitudes. (DB)

ED 157 303 EC 111 788

Jonsson, Ture

Training Methods for Special Education Teachers of the Future.

Pub Date Jun 78

Note—7p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Foreign Countries, *Handicapped Children, *Mainstreaming, *Special Education, *Special Education Teachers, Team Teaching

Identifiers—Sweden

Appropriate teacher education for special education teachers in Sweden must take into account the following concepts: one handicap often causes a second (often social or psychological); education must begin where the child is, focusing on strengths rather than weaknesses; and team units should be used which are comprised of both ordinary and special students and teachers. (PHR)

ED 157 304 EC 111 789

Schindele, Rudolf

Present Situation and Recent Trends in Special Education in the Federal Republic of Germany.

Pub Date Jun 78

Note—24p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Comparative Education, *Educational Trends, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Special Education

Identifiers—*Germany

The paper presents some basic information on the field of theory, practice, and research in special education in the Federal Republic of Germany. Some discernible trends which might determine future developments are pointed out. Among the areas covered are definition and basic policy of schooling; statistics on handicapped children and special educational service; state action, policy, and official documents; professional training and research; and inclusion of the handicapped and their parents in special educational decision processes. (Author/SBH)

ED 157 305 EC 111 790

Duindam, S. J. G.

Evaluation in Training Special Teachers - A Universal Dilemma.

Pub Date Jun 78

Note—8p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Handicapped Children, Higher Education, Post Secondary Education, Program Effectiveness, *Student Teachers, *Teacher Education, *Teacher Evaluation

In order to estimate to what degree the objectives of a training course for special teachers are reached, it is necessary to focus on how the student-special teacher is doing his job before, during, and after training. Both the special school situation and the training situation are involved in the process of evaluation. (Author/SBH)

ED 157 306 EC 111 791

Allen, K. Eileen

Early Intervention and Integration: Implications for Research.

Pub Date Jun 78

Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Handicapped Children, *Mainstreaming, *Preschool Education, *Research Needs

The paper focuses on various questions related to early intervention and education of delayed, disabled, and otherwise impaired children in integrated preschool and day care settings. Some areas of research are suggested. (Author/SBH)

ED 157 307 EC 111 792

Milne, A.

The Changing Role of the Teacher in Special Education.

Pub Date Jun 78

Note—16p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Trends, *Elementary Secondary Education, Foreign Countries, *Handicapped Children, Special Education Teachers, *Teacher Role, Teachers
Identifiers—Scotland
The paper discusses the changing role of the teacher in meeting the special educational needs of children in Scotland, with particular emphasis on two recently published reports--"The Education of Pupils with Learning Difficulties" and the Warnock Report "Special Educational Needs." The roles of class, subject, and special teachers are considered. (SBH)

ED 157 308 EC 111 793
De Jong, Sj. J.
Objectives in Training Special Teachers, As Derived from a Task Analysis of the Teacher.
Pub Date Jun 78
Note—8p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Foreign Countries, *Handicapped Children, Higher Education, Post Secondary Education, *Teacher Education, *Training Objectives
Identifiers—*Netherlands
The author presents some basic viewpoints and a description of objectives related to training of the special teacher in the Netherlands. It is reported that the student teacher is confronted with problems related to three dimensions of his working situation: direct confrontation with exceptional children (the micro-task-field), responsibility for the school as a whole (meso-task-field), and the school in relation to society (macro-task-field). (Author/SBH)

ED 157 309 EC 111 794
Wilson, Mary D.
Education of Disturbed Pupils.
Pub Date Jun 78
Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Class Management, *Effective Teaching, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Research, Foreign Countries, Teaching Methods
Identifiers—Great Britain, Wales
The schools council for England and Wales set up a 3-year project to investigate the best methods of treating children with various emotional and behavioral disorders in educational settings. Questionnaires to schools and special classes were followed up by observations by four team members, all experienced in work with disturbed children. From the study there emerged certain general principles (which are the subject of the paper) indicating some likely lines of development in the future. (Author/SBH)

ED 157 310 EC 111 795
Claussen, Hartwig W.
The Forgotten Child - The Needs of the Hard of Hearing Child: Part II.
Pub Date Jun 78
Note—8p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Aurally Handicapped, Elementary Secondary Education, *Foreign Countries, *Hard of Hearing, Interdisciplinary Approach, *Mainstreaming, Preschool Education, *Special Schools
Identifiers—*Germany
The author contends that the best form of educating and instructing hard of hearing students in Germany is in segregated schools or at least in separate sections of schools. Problems with integration are pointed out, and the importance of training family counselors and nursery school educators is stressed. (SBH)

ED 157 311 EC 111 796
Reed, Michael
Progress and Problems in the Delivery Service System to Hard of Hearing Children from Identification, Remediation and Prevention.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Aurally Handicapped, *Delivery Systems, Elementary Secondary Education, *Foreign Countries, *Hard of Hearing
Identifiers—*Great Britain
The paper provides an overview of Great Britain's delivery system for services to the hard of hearing child. Sections focus on identification, assessment, schooling, placement factors, integration, prevention, support services, and future trends. (SBH)

ED 157 312 EC 111 797
McCormack, Andrina E.
Language Fluency Project: An Investigation into the Development and Training of Socialised Language of Mentally Handicapped Children.
Pub Date Jun 78
Note—19p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adolescents, *Culturally Disadvantaged, Elementary Education, *Language Development, *Language Fluency, *Mentally Handicapped, *Program Development
A Language Fluency Project was set up to encourage eight culturally disadvantaged and mentally handicapped girls (11 to 13 years old) to verbalize more clearly and more fluently and to maintain a verbal interaction. The program consisted of having the group imagine that they were taking part in a television documentary program. Over a 20-week period, 30-minute discussion sessions were held on topics gauged for equal difficulty by independent observers. While the quantity of the children's language did not change, the quality of their verbal performance did increase significantly. Comparative data were gathered on a group of normal adolescent girls, and from study and observation of discussion transcripts a model of socialized language was proposed. (SBH)

ED 157 313 EC 111 798
Karnes, Merle B.
Identifying and Programming Young Gifted/Talented Handicapped Children.
Pub Date Jun 78
Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academically Gifted, Demonstration Projects, *Educational Methods, *Gifted, *Identification, *Mainstreaming, Open Education, Preschool Education, *Program Descriptions, *Talented Students
Identifiers—Artistically Talented, Guilford Structure of Intellect Model
The paper describes the identification process and procedures developed in a project for gifted/talented handicapped children (3 to 5 years old) in six talent areas: intellectual, academic, creative, social/leadership, visual and performing arts, and psychomotor. Characteristics of two approaches (the informal open classroom and an approach based on Guilford's Structure of the Intellect) used to educate these children in a mainstream setting are delineated. The article also includes a discussion of the evaluation process used in the two approaches as well as parent involvement. (Author/SBH)

ED 157 314 EC 111 799
Haughton, Donna Denney
Mediating into the Mainstream.
Pub Date Jun 78
Note—24p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Demonstration Projects, Elementary Secondary Education, *Handicapped Children, Higher Education, *Inservice Teacher Education, *Mainstreaming, *Performance Based Teacher Education, Post Secondary Education, Program Descriptions, Program Development, Teachers
Identifiers—Project PREM
The paper describes Project PREM (Preparing Regular Educators for Mainstreaming), a program to develop a training model and materials to prepare regular educational personnel to work with mildly handicapped students, to expand the implementation of the training model, and to disseminate the revised materials within the University of Texas at Austin sphere of influence. Background information is provided on the implementation of legislation which encourages the placement of handicapped students in the most appropriate and least restrictive settings. Major competencies included in Project PREM are listed, and the 10 program modules are outlined. The impact of Project PREM is also discussed. (SBH)

ED 157 315 EC 111 800
Mackie, Romaine P.
Organization and Administration of Special Education in Public Schools in the United States.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Trends, Elementary Secondary Education, *Federal Legislation, *Government Role, *Handicapped Children, *Historical Reviews, *Public Schools, *Special Education
Identifiers—*Education for All Handicapped Children Act
The paper provides some background on the development of education in America including pioneers in the education of the handicapped and discusses the provisions of P.L. 94-142, the Education for All Handicapped Children Act. Part I considers the development of general education with sections on state education agencies, local level government, and state level government. In Part II, the history of special education is traced from the late eighteenth century to the present and the mandates of P.L. 94-142 are briefly considered. (SBH)

ED 157 316 EC 111 801
Hartwell-Meyers, L. Kay *Haynes, Jane Dowling*
A Data Based Approach to Training Parents of Handicapped Children as Effective Advocates.
Pub Date Jun 78
Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Child Advocacy, Elementary Secondary Education, *Handicapped Children, Institutes (Training Programs), *Parent Education, Program Effectiveness
Many efforts in providing training programs for parents of handicapped children have not provided for adequate parental input. Implications of reviewing previous efforts in advocacy programs indicate a need to develop a more systematic approach in both obtaining information on parental involvement as child advocates and in developing training programs that meet their perceived needs. Implications for future special education in the area of training parents as effective advocates include such efforts as recognizing and providing for parental input and evaluating the effects of advocacy training for the parent and the exceptional child. (Author/SBH)

ED 157 317 EC 111 802
Thrash, Sara Arline
Survival Skills for Exceptional Parents.
Pub Date Jun 78
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adjustment Problems, Family (Sociological Unit), *Family Problems, *Handicapped Children, Infancy, *Parent Role, Siblings
Identification of retardation or other handicaps at birth occurs when parents are most vulnerable. Such a situation is complicated and hazardous; and parents react with shock, disbelief, intense grief, guilt, and anger. Furthermore, siblings do not escape the trauma, and are frequently bitterly resentful of the family's situation, guilty at their rage, and fearful that they themselves may be defective or tainted. Families may disintegrate under this kind of pressure without a support system. The five R's of family life which parents of handicapped children should consider and utilize are regularity, routine, repetition, relaxation, and reinforcement. (Author/SBH)

ED 157 318 EC 111 803
DeWitt, Dorinda D. Wieters, Wade C.
A Comparison of Self-Contained and Resource Room Programs by Per Capita Expenditures, Student Achievement, and District Size in South Carolina.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, *Cost Effectiveness, *Educable Mentally Handicapped, Educational Methods, Elementary Education, Exceptional Child Research, Mentally Handicapped, Program Effectiveness, *Resource Room Programs, *Special Classes
The study compared two special education models, resource and self-contained, to investigate the effects of delivery systems on academic achievement of 170 educable mentally handicapped (EMH) students (8 to 12 years old) and to determine which of the two models is more cost effective. There was a significant effect of educational setting on the academic achievement gains in reading and arithmetic, and there appeared to be a difference between the relative costs per grade level gain in resource and self-contained programs. The resource room programs appeared to be more cost-effective for the education of EMH children. (Author/SBH)

ED 157 319 EC 111 804
Catterall, Calvin D.
The Psychological Rights of the Child.
Pub Date Jun 78
Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Child Advocacy, *Civil Liberties, *General Education, *Psychology, Student Rights
The need for and the process of formulating an international declaration of the psychological rights of the child are detailed. The tentative declaration issued by International School Psychology is outlined, efforts for soliciting involvement in the process of improving the declaration are considered, and implications of adopting and implementing the final declaration are discussed. (SBH)

ED 157 320 EC 111 805
Chua, Tee Tee
Some Aspects of Special Education in Malaysia, Singapore, Thailand and the Philippines.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Comparative Education, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Special Education
Identifiers—Malaysia, Philippines, Singapore, Thailand
The paper compares some aspects of special education in Malaysia, Singapore, Thailand, and the Philippines. The relatively scarce and scattered sources of information are documents, the evolution of special education in each of the four countries is traced, and some of the problems involved in the planning and implementation of educational services for the exceptional or handicapped population are identified. (Author/SBH)

ED 157 321 EC 111 806
Nathanson, David E.
A Proposal for an International Special Education Television Network.
Pub Date Jun 78
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Communication Satellites, Elementary Secondary Education, *Handicapped Children, *International Educational Exchange, *Media Technology, Special Education
The utilization of satellites in combination with university and public broadcast facilities throughout the world can be coordinated as a Worldwide Special Education Television Network. The purpose of the Network would be to provide relatively easy access to new research developments, events, teaching techniques, and ideas that will allow different areas of the globe to exchange information quickly and accurately. The technology currently exists for the development of the Network, but the primary obstacles appear to be cost, international regulation, and intransigence within the field of special education. (Author)

ED 157 322 EC 111 807
Wirz, Sheila
Language Facilitation with the Mentally Handicapped: Preparation of the Multidisciplinary Team.
Pub Date Jun 78
Note—15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Communication Skills, Elementary Secondary Education, *Interdisciplinary Approach, *Language Development, *Mentally Handicapped, *Teamwork
The author recommends the use of a multidisciplinary team approach to language facilitation with mentally handicapped children. The role of the team in developing communication skills in the child is discussed, and a model of communication with three principle components (linguistic aspects, paralinguistic aspects, and interaction management) is described. (SBH)

ED 157 323 EC 111 808
Sommers, Paul A.
Standardizing Medical-Educational Services for Exceptional Children: A Focus on Mental Retardation.
Pub Date Jun 78
Note—19p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Conceptual Schemes, *Delivery Systems, *Educational Programs, Elementary Secondary Education, *Handicapped Children, *Medicalservices, *Mentally Handicapped, *Models
The paper describes a medical-educational model which systematically integrates services and follow-up activity in a standard manner for exceptional children, particularly the mentally retarded. The report reviews model elements and shares experiences with an emphasis on stimulating other health care service groups to consider standardizing medical-educational services. (Author/SBH)

ED 157 324 EC 111 809
Pynn, Maria E.
Special Education in Developing Nations: A Proposal for Teacher Training in Ecuador.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Demonstration Projects, *Developing Nations, Foreign Countries, *Handicapped Children, *Interdisciplinary Approach, Models, *Primary Education, *Teamwork
Identifiers—Ecuador
A teacher training project, based on a multidisciplinary team approach, provides a model for introducing primary level special education to developing countries. One group of 20 university graduates are intensively trained to become teacher trainers, while plans exist for a second group of 20 primary school teachers to be trained to assist children lacking basic readiness skills. The goal of the project is to demonstrate methods to lower the high attrition rate in the primary schools of developing nations. (Author/SBH)

ED 157 325 EC 111 810
Hiers, Margaret Alegria, Ana
Teacher Training Program in Mental Retardation Initiated Through Support of Project HOPE.
Pub Date Jun 78
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Cooperative Programs, Foreign Countries, Higher Education, *Mentally Handicapped, Post Secondary Education, *Special Education Teachers, *Teacher Education
Identifiers—*Peru, Project HOPE
A cooperative teacher training program has resulted in graduate preparation of teachers from the varied geographic areas of Peru in the field of mental retardation. With opening for at least 20 teachers in each promotion, with 10 supported by the Ministry of Education, the expansion of services for exceptional children has become a reality. Project HOPE consultants are paired with selected Peruvian counterparts who for future promotions will assume teaching responsibilities within the comprehensive curriculum. (Author/SBH)

ED 157 326 EC 111 811
Joseph, Shirley J.
Special Education in Economically Deprived Areas.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Developing Nations, Elementary Secondary Education, Foreign Countries, *Handicapped Children, Instructional Media, *Mentally Handicapped, *Special Education, Teacher Education
Identifiers—*West Indies
The paper addresses the recommendations of the First Caribbean Conference in Mental Retardation held in Jamaica (1970) which have not been implemented in most territories. Focus is placed on adaptation of existing curricula in teacher education to include course work and practica opportunities in special education. Attention is also given to the packaging of multimedia materials which could be produced in the region by local personnel for use in public information programs. (Author/SBH)

ED 157 327 EC 111 812
Lugo, Delia E.
A New Alternative for the Training of Personnel for Handicapped Children.
Pub Date Jun 78
Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Developing Nations, Foreign Countries, *Handicapped Children, Higher Education, *Institutes (Training Programs), *Mentally Handicapped, Post Secondary Education, *Professional Education, *Teacher Education
The author describes a Caribbean project to pool professional resources for an international collaboration in the training of personnel for handicapped children. It is reported that the Institute was developed as a technical and professional arm of the Caribbean Association on Mental Retardation and that it functions as an itinerant, evolving, structure. The Institute is noted to constitute an alternative to meet the needs of trained personnel in small, developing countries of diverse cultures and languages which are geographically close and have common needs. (Author/SBH)

ED 157 328 EC 111 813
Menolascino, Frank J.
The Future of the Handicapped Person and His Community.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Community Programs, Cost Effectiveness, *Futures (of Society), *Handicapped, Home Instruction, Intervention, *Mentally Handicapped, Normalization (Handicapped), Prevention
The author predicts major innovations in the future of the handicapped person in his community. Future trends are reported for the following eight areas: research and prevention efforts on decreasing the incidence of the more severe handicapping conditions, impact of the ideology of normalization, parents of the retarded, self advocacy for handicapped citizens, consumer advocate capabilities for catalyzing and monitoring community services for the mentally retarded and other developmentally disabled, home training for severely handicapped citizens, curative approaches to the mentally retarded, and cost-benefit considerations in community service provision. (Author/SBH)

ED 157 329 EC 111 814
Tharp, Paulette
Helping the Sick Child Live with Cancer: The Role of the Child Life Worker in At-Home Team Rehabilitation.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Counselor Role, *Family Counseling, *Interdisciplinary Approach, *Rehabilitation, *Special Health Problems, *Teamwork
Identifiers—*Cancer
The paper discusses the role of the Child Life Worker as a member of a multidisciplinary team in the rehabilitation of cancer patients and their families when children are involved. It is noted that the concepts can be applied to any chronic pediatric illness or handicapping condition. (Author/SBH)

ED 157 330 EC 111 815
Byrne, Emily A.
Supermarket Resource Teacher.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print may be difficult to read due to quality of original
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adolescents, *Consumer Education, *Food Stores, *Mentally Handicapped, *Multiply Handicapped, *Program Descriptions, *Resource Room Programs, Young Adults
The paper describes the Supermarket Resource program at George F. McMechan School (Baltimore, Maryland), a special school for minimally intellectually limited, severely and profoundly retarded, multihandicapped hearing impaired, and multihandicapped vision impaired children (13 to 21 years old). Reviewed are program development, methods and materials used for instruction, responses of the students, and evaluation after the program's first year. Noted among program objectives are identification of a supermarket, shopping in relation to family needs and wants, and appropriate behavior in a commercial facility. (SBH)

ED 157 331 EC 111 816
Crowder, Jeane
Program Evaluation: Its Relationship to Accountability and the Educational Rights of Children.
Pub Date Jun 78
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Evaluation Methods, *Handicapped Children, Higher Education, *Paraprofessional Personnel, Post Secondary Education, *Program Development, *Program Evaluation, Student Rights, *Teacher Education
The paper focuses on the evaluation of training programs for educational personnel, particularly those dealing with special students; and conceptualizes such evaluation as a process requiring three stages. Many elements of the Three-Staged Evaluation which were carried out in the development of a paraprofessional aide training program are briefly described. The dedication of time and resources required for appropriate program development and evaluation is discussed. (Author/SBH)

ED 157 332 EC 111 817
Parelius, Allen M.
Monitoring-Evaluation System.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Computer Science, Elementary Secondary Education, *Handicapped Children, *Individualized Programs, Program Evaluation, Program Planning
Identifiers—Education for All Handicapped Children Act
The paper discusses a procedure for writing, monitoring, and evaluating Individual Education Plans (IEPs), as mandated by the Education for All Handicapped Children Act, utilizing computer technology. Concerns related to the values and philosophy of decision-makers as they work with data derived from computer systems to formulate IEPs are also considered. (Author/SBH)

ED 157 333 EC 111 818
Winters, John J., Jr. And Others
The Instructional Use of CAI in the Education of the Mentally Retarded.
Pub Date Jun 78
Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Computer Assisted Instruction, Cost Effectiveness, Elementary Secondary Education, *Mentally Handicapped, Research Reviews (Publications)
Computer assisted instruction (CAI) studies with the mentally retarded in the United States and Canada reveal that the retarded benefit from CAI in academic and social skills. Their learning is enhanced to the same extent as that of the nonretarded. CAI can be cost-effective, especially with the reduced costs of mini and micro-computers; however, available computer programs are not developed specifically for this population. An integration of available low cost computers and dedicated high quality computer programs is required if the mentally retarded are to benefit from CAI courseware. (Author/SBH)

ED 157 334 EC 111 819
Nocerino, Joseph T. And Others
Interactive Television: A Pathway to Futures in Special Education Using Telecommunication.
Pub Date Jun 78
Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Cable Television, *Computer Assisted Instruction, Early Childhood Education, Educational Technology, Elementary Secondary Education, *Handicapped Children, *Instructional Media, *Physically Handicapped, *Telecommunication
The paper describes the combination of a computer assisted instructional system, a cable television system, and multi-media equipment to provide interactive instructional sessions for the handicapped child at school or at home. The Human Resources Interactive Television Program is reported to demonstrate the futuristic functional utility for computers and telecommunications for the enrichment of physically handicapped children in prekindergarten through high school. (Author/SBH)

ED 157 335 EC 111 820
McColl, Diana
Rehabilitation Services Program - Red Deer College (A Training Model for Para-Professionals).
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Handicapped, Higher Education, *Inservice Education, *Institutes (Training Programs), *Paraprofessional Personnel, Post Secondary Education, *Program Descriptions, Rehabilitation
The paper describes a 2-year college program designed to meet the need for front-line workers, who have been trained within the developmental model, to work with people exhibiting a broad variety of handicaps. The program is explained to adhere to a philosophy of normalization/integration for the handicapped. The orientation is noted to be practical in nature, with fieldwork a heavy component. It is reported that the scheduling is flexible, therefore, it not only caters to preservice training but inservice training needs as well. (Author/SBH)

ED 157 336 EC 111 821
Shelby, Madge E.
Who Should Teach the Gifted.
Pub Date Jun 78
Note—15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Effective Teaching, Elementary Secondary Education, *Gifted, *Teacher Qualifications, *Teacher Role, *Teaching Methods
The author supports the assumption that the role of the teacher of gifted children differs in some substantive way from the role of the teacher in general. Specific teacher traits, knowledges, techniques, methods, and materials which are unique to effective teaching of the gifted are explored. (Author/SBH)

ED 157 337 EC 111 822
Frith, Greg
Public Law 94-142, Education for All Handicapped Children Act: Some Plain Talk Pursuant to the Role of Institutions of Higher Education.
Pub Date Jun 78
Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Higher Education, *Inservice Teacher Education, Post Secondary Education
Identifiers—*Education for All Handicapped Children Act
The presentation addresses the implications of P.L. 94-142, the Education for All Handicapped Children Act, for institutions of higher education that are concerned with special education personnel preparation. After a review of literature, the supply and demand situation as it pertains to teachers of exceptional children is discussed and quality control factors are summarized. Highlighted are the emergence of inservice education and accompanying ramifications as critical to the success of P.L. 94-142. Among other issues explored are the quality and relevance of inservice training, evaluation and cost/benefit variables, the role of state education agencies, and rural service delivery. (Author/SBH)

ED 157 338 EC 111 823
Jenkins, Offa Lou Harris
Week-End College, A Cooperative Approach to Teaching Children with Handicaps.
Pub Date Jun 78
Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Course Descriptions, *Handicapped Children, Higher Education, *Institutes (Training Programs), *Interagency Cooperation, Paraprofessional Personnel, Parent Education, Post Secondary Education, Professional Education, Teamwork, *Weekend Programs
Week-end college offerings provided more than 360 paraprofessionals, parents, and professionals with opportunities for comprehensive study of ways to meet the developmental needs of children with handicapping conditions. The program was initiated through the cooperative efforts of a college special education department, a university affiliated human development center, regional day care centers, and other interested agencies. The involvement of teams composed of principal, teacher, paraprofessional, and parent brought new perspectives to problem solving. (Author/SBH)

ED 157 339 EC 111 824
Marko, Kathleen Barrett
The Preparation of Kindergarten and First Grade Teachers in the Instruction of Skills Helpful to Pupil Reading Success.
Pub Date Jun 78
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Diagnosis, *Individualized Instruction, *Individualized Programs, Intervention, Learning Disabilities, *Prevention, Primary Education, *Reading Difficulty, *Teacher Role, *Teaching Methods
The author contends that certain diagnosis of individual weaknesses or potential learning problems in kindergarten and first grade followed by individualized instruction serves as a preventative measure against reading failure. Since it has been researched that pupil flexibility at school entrance levels lends itself to prescriptive teaching, a concern for teacher preparation is evoked. A brief description of techniques used with basic readers and those used in individualized programing is included. (Author/SBH)

ED 157 340 EC 111 825
Dexter, Beverly L.
Teach Unto Teachers As You Would Have Them Teach Unto Children.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Handicapped Children, Higher Education, *Inservice Teacher Education, *Mainstreaming, Post Secondary Education, Sensitivity Training, *Simulation, *Teachers, *Teacher Workshops
Identifiers—*Simovation
With the current emphasis on mainstreaming handicapped children into regular classrooms, there has been an increase in both the number and types of inservice education workshops requested by and for regular classroom teachers. Since few of these teachers have been affectively involved in the education of the handicapped, the primary focus of the initial workshops should be sensitivity toward the learning problems encountered by these students. Simovation activities (simulations focusing on feelings of frustration) help adults learn both effectively and affectively about learning problems through active participation in the learning of new skills under "handicapping" conditions. (Author/SBH)

ED 157 341 EC 111 826
Freeman, Gerald G.
Interdisciplinary Evaluation of Children's Primary Language Skills.
Pub Date Jun 78
Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Early Childhood Education, *Evaluation Methods, *Interdisciplinary Approach, *Language Skills, *Student Evaluation, *Teamwork
The paper describes procedures that may be used by educational teams to obtain and organize formal and informal data regarding children's primary language skills. The procedures are explained to involve attention to linguistic components, linguistic processes, and the referential or conceptual system represented by observable language behavior. Procedures are also noted to emphasize the need for interdisciplinary cooperation and to be adaptable to future developments related to speech-language assessment. (Author/SBH)

ED 157 342 EC 111 827
Burke, Rebecca
Bioethics: New Responsibility for Human Service Administrators.
Pub Date Jun 78
Note—13p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Biological Sciences, Elementary Secondary Education, *Ethics, *Handicapped Children, *Professional Personnel, *Responsibility
Identifiers—*Bioethics
The paper highlights the poignancy with which problems and issues surface as the fields of special education and bioethics (the combination of ethics and the life sciences) intersect, and touches upon professionals' responsibility for protection of the persons in their care. (Author/SBH)

ED 157 343 EC 111 834
Crumbliss, Karen Wenger, Lee
Creative Movement for Retarded Children.
Pub Date Jun 78
Note—8p.; Paper presented at the World Congress on Future Special Educaion (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adolescents, Childhood, *Creative Expression, *Dance, Mentally Handicapped, *Program Descriptions, *Trainable Mentally Handicapped
The paper discusses creative movement and dance for retarded children and describes a summer movement and dance program for 20 trainable mentally retarded children (7 to 17 years old). The program's central goal is increasing each child's capacity for creative expression. Among results were an increased ability in rhythm. (Author/SBH)

ED 157 344 EC 111 848
Hayden, Alice H. Haring, Norris G.
Increasing Service Delivery to Handicapped Children by Replicating a Basic Model: "Transporting" the University of Washington's Down's Syndrome Program.
Pub Date Jun 78
Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Conceptual Schemes, *Demonstration Projects, *Downs Syndrome, Elementary Education, Mentally Handicapped, *Models, Preschool Education, *Program Descriptions
The paper discusses tested and approved basic models and their replication, with special emphasis on replications of an educational program for Down's syndrome children (preschool to elementary age). Essential components of the program are noted to include individualized programs, instruction based on the normal sequences of development, short- and long-term goals for each child, both group and one-to-one activities, and parent involvement. Replication of the Down's program is described. (SBH)

ED 157 345 EC 111 860
Kottler, Sylvia B.
The Role of Conductive Education in the Management of the Individual with Cerebral Palsy.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Cerebral Palsy, *Educational Methods, Elementary Secondary Education, Individualized Instruction, *Multiply Handicapped, Program Descriptions, Task Analysis, Teaching Methods
Identifiers—*Conductive Education, *Peto (Andras)
The paper describes the system of conductive education for use with cerebral palsy and multihandicapped children which is based on the research of A. Peto. Conductive education is explained to involve such techniques as individualization of program and instruction, task analysis, transdisciplinary team organization, generalization of all learning, integration of language with perceptual-motor training, and a structured learning environment. (SBH)

ED 157 346 EC 111 863
Hittman, Stephan
China's Approach to Mental Retardation.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Chinese Culture, *Foreign Countries, *Mentally Handicapped, *Normalization (Handicapped), *Social Adjustment, *Social Attitudes
Identifiers—*China
History, tradition, culture, and superstition have played significant roles in influencing Chinese attitudes toward the mentally retarded. China's overwhelmingly rural, agricultural society has made it dependent upon a huge force of semi-skilled and unskilled labor, to which the retarded are capable of contribution. The stress on self-reliance, the import of everyone's potential contribution to societal efforts, adherence to the principles of normalization and integration for all persons, and the willingness of the Chinese family to assume much of the responsibility for the care of mentally retarded persons has enabled this population to become socially and vocationally successful, often being satisfactorily integrated into productive communal life. (Author)

ED 157 347 EC 111 864
Ichikado, Keiko Shinozaki, Kyugo
The Followup Study on the Development of Mentally Retarded Children.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print in tables runs vertically in microfiche to avoid overlapping in frames
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Achievement, Arithmetic, *Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Research, *Followup Studies, *Intelligence Differences, Language Development, Mentally Handicapped, Social Development, *Special Classes, *Special Schools, *Trainable Mentally Handicapped
The development of social maturity, language, and arithmetic abilities was studied over a 3-year period in 103 mentally retarded children from high IQ (51-75) and low IQ (26-50) groups in special schools and special classes. Among findings were that the high IQ groups of both special classes and special schools showed much improvement over the 3-year period; and that while the low IQ group in special schools greatly advanced in social maturity, the low IQ children in special classes developed better in language and arithmetic. (Author/SBH)

ED 157 348 EC 111 865
Kise, Leonard K. Swanson, Jennie E.
Futurism - Neither Nurturing Nor Training for Education.
Pub Date Jun 78
Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Futures (of Society), Genetics, *Handicapped Children, *Medical Research, *Neurology, *Theories
The paper considers the future of education, particularly special education, in terms of theory. Reviewed is research in neurology relating to contra-lateral development in brain hemispheres, cephalo-caudal and caudal-cephalo myelination patterns or neural systems, and integration of neural patterns and neo-cortical control of the brain. Also reported is nutritional research which gives indication that genetic factors are quantitatively and qualitatively limited in embryonic and fetal development. A revision of present research procedures and educational applications of theory is suggested. (Author/SBH)

ED 157 349 EC 111 866
Malian, Ida M.
Technological Innovations for Vocational Training for the Severely Handicapped: An International Perspective.
Pub Date Jun 78
Note—17p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adults, *Modeling (Psychological), Performance Factors, Research Projects, *Severely Handicapped, *Training Techniques, *Video Tape Recordings, *Vocational Education
A vocational training project involving videotape segments was conducted with four severely handicapped adults. Results indicated that a reinforced video modeling procedure was able to rapidly train severely handicapped adults (with a trainer to client ratio of one to two) on a complex benchwork assembly task. A correlational analysis of the group that achieved criterion revealed predictability measures for success and failure rates. (SBH)

ED 157 350 EC 111 867
Muller, Freda
A Remedial School in a Changing World.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, Emotionally Disturbed, *Foreign Countries, *Learning Disabilities, *Private Schools, Program Descriptions, *Remedial Programs, Special Schools
Identifiers—*South Africa
The paper discusses the educational system in South Africa, with emphasis on private remedial schools for the learning disabled student. The complexity of South Africa's pluralistic society is considered, characteristics of the learning disabled population are outlined, and the Norwood Remedial School's program for children with learning and emotional problems is described. (SBH)

ED 157 351 EC 111 868
Ogamo, Hideo
The Impact of the Japanese Culture on Special Education Programming.
Pub Date Jun 78
Note—9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Discriminatory Attitudes (Social), Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Historical Reviews
Identifiers—*Japan
The paper reviews the historical and social background of prejudice and discrimination toward the handicapped in Japan and considers its effect on special education programing. The history of welfare work for the physically handicapped is traced from the Primitive Age to the present. The origins of prejudice and discrimination are discussed; contradictions which still remain in Japan are pointed out. (SBH)

ED 157 352 EC 111 869
Partridge, Don L.
The Least Restrictive Alternative: A Proposed Curriculum Model.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Conceptual Schemes, *Curriculum Design, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Mainstreaming, *Models, *Student Placement
Identifiers—*Education for All Handicapped Children Act
The paper reviews the background of P.L. 94-142 (Education for All Handicapped Children Act) and proposes a curriculum model based on the law's least restrictive alternative concept. Goals of the model are reported to cover three broad areas: student development, organizational efficiency, and accountability. Traditional areas of curriculum planning are seen to include cognitive, psychomotor, career-vocational, personal, and socialization areas. Benefits of the model or profile approach to the least restrictive environmental needs of a child are discussed. (SBH)

ED 157 353 EC 111 870
Boyan, Craig
The Satellite System: A Model for Deinstitutionalization.
Pub Date Jun 78
Note—14p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Demonstration Projects, *Mentally Handicapped, *Models, Normalization (Handicapped), *Residential Programs, Young Adults
Identifiers—*Deinstitutionalization, *Group Homes (For Handicapped)
The paper presents the community-based satellite system as a residential and program model to effect deinstitutionalization of mentally retarded young adults in urban centers worldwide. The system is reported to consist of a large, central educational facility surrounded by a series of small houses and apartment units (satellites). Benefits of this environment are discussed: small, family-style houses with a concentration of qualified support staff; easy development of continua of instruction between various satellite facilities; opportunity to teach basic skills in environments where they are normally learned; and no necessity for new construction costs. The author suggests that, with adaptations, the satellite model is applicable throughout the world in urban, and possibly rural, environments. (Author/SBH)

ED 157 354 EC 111 871
Ribes, Emilio
Prevention of Developmental Retardation in Poor Countries.
Pub Date Jun 78
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Developing Nations, *Developmental Disabilities, *Mentally Handicapped, *Prevention, *Social Factors
The paper analyzes developmental retardation in relation to social factors, such as malnutrition, unemployment, illiteracy, and health services in poor countries. It is reported that present institutional strategies seem unable to cope with prevention of retardation. An alternative approach based on changing community patterns is proposed. (Author/SBH)

ED 157 355 EC 111 872
Rondal, J. A.
Recent Advances in the Study of Pre- and Early Linguistic Development Open New Perspectives for Early Language Intervention in Severely and Moderately Mentally Retarded Children.
Pub Date Jun 78
Note—26p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Communication Skills, *Early Childhood Education, *Intervention, *Language Development, *Mentally Handicapped
The paper reviews research on and techniques for early linguistic intervention with retarded children. Outlined are principles upon which linguistic intervention should be based, a definition of early intervention, the rationale for early language and communication intervention, and principles for developmental prelinguistic and early linguistic intervention. Techniques are described for enhancing vocal communication, proto-conversation, and reference; facilitating object concept development and promoting representational mental activity and symbolic play before teaching receptive and expressive vocabulary; and facilitating combinatorial speech. (SBH)

ED 157 356 EC 111 873
Semiawan, Conny
Special Education in Indonesia (Scope and Development).
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Comparative Education, Cultural Factors, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, Special Education
Identifiers—*Indonesia
The paper covers characteristics of Indonesia's special education program. Considered are the scope of special education, some viewpoints on the impact of culture on the perspective of special education in Indonesia (including programs, services, teacher training, and financial resources). The scope of special education is considered; and some viewpoints on the impact of culture on programs, services, teacher training, and financial resources are discussed. (SBH)

ED 157 357 EC 111 874
Smith, Deborah Deutsch
The Influence of Modeling on Children's Oral Reading Performance.
Pub Date Jun 78
Note—18p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Education, Exceptional Child Research, Imitation, *Learning Disabilities, *Modeling (Psychological), *Oral Reading, Reading Development
Two experiments involving three learning disabled children (8 and 12 years old) investigated the effect of modeling--an adult reading from a child's text at a proficient rate--on children's oral reading. In all cases, Ss' correct and error rates for oral reading improved. Data indicated that modeling might be an appropriate intervention for children not yet proficient in oral reading. (Author/SBH)

ED 157 358 EC 111 875
Sommers, Paul A.
Respite Care: A Survival Technique for Families of Children with Severe Handicaps.
Pub Date Jun 78
Note—15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Childhood, *Cost Effectiveness, *Program Descriptions, *Respite Care, Rural Areas, *Severely Handicapped
Respite care for children with severe handicaps and their families has been developed to serve the rural, sparsely populated areas of upstate Wisconsin. Since its' inception, the program has provided a necessary outlet to the families of 51 children at a cost of $34.70 per day. The basic elements of the program lend themselves to being replicated throughout the country and/or across other nations. (Author/SBH)

ED 157 359 EC 111 876
Weisgerber, Robert A.
An Environmental Sensing, Selection, Evaluation and Training System for the Blind.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 78
Grant—G007604405
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Blind, *Electronic Equipment, *Research Projects, *Travel Training, Visually Handicapped, *Visually Handicapped Mobility
The paper reports on a study aimed at developing: (1) a compendium of environmental sensing skills and behaviors, (2) a set of selection procedures and performance trials for matching blind candidates with electronic travel aids, (3) a standard evaluation of pre- and post-training performance, and (4) training guidelines. The materials are noted to comprise the ESSETS (Environmental Sensing, Selection, Evaluation, and Training System) package. (Author/SBH)

ED 157 360 EC 111 877
Williams, Noel H.
Hyperkinesis: The Need for Both a Physiological and Behavioural Assessment.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Behavior Patterns, Childhood, *Drug Therapy, Etiology, *Evaluation Methods, *Hyperactivity, *Physiology, Research Reviews (Publications)
The paper addresses the assessment and management of hyperkinesis in children. Recent research is reported to show that hyperkinetic children differ in psychological functioning, which might account for varying reactions to stimulant medication. An evaluation procedure which identifies the subgroups of hyperkinetic children using behavioral and physiological measures is discussed. (Author/SBH)

ED 157 361 EC 111 878
Stanovich, Keith E.
Technology and Mentally Handicapped Individuals: Speculations on the Future.
Pub Date Jun 78
Note—24p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Futures (of Society), Handicapped, *Mentally Handicapped, *Technology
The paper deals with the effects technological developments have on the lives of handicapped individuals, with emphasis on mental retardation. Speculations are made concerning how alternative technological models, such as the intermediate technology of E. Schumacher, may have a more positive impact on the lives of mentally retarded individuals than do the present technological systems of industrialized societies. (Author/SBH)

ED 157 362 EC 111 879
Rossier-Benes, Luise
Challenges and Limits in Education for the Severely and Profoundly Retarded.
Pub Date Jun 78
Note—11p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Custodial Mentally Handicapped, Early Childhood Education, *Educational Trends, Elementary Secondary Education, *Intervention, Mentally Handicapped, *Trainable Mentally Handicapped
The paper considers various aspects of the education of mentally retarded children. It is noted

that the percentage of those retarded children who profited from special care during their whole youth is so small that it does not allow generalization of an educational system. The future aim is seen as the incorporation of retarded adults into the society. (Author/SBH)

ED 157 363 EC 111 880
Leon, Loretta Tong
The Organization and Development of a Model Comprehensive Medical and Educational Facility Serving the Severely and Profoundly Handicapped.
Pub Date Jun 78
Note—12p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Allergy, Autism, Conceptual Schemes, *Educational Programs, Emotionally Disturbed, *Handicapped, Learning Disabilities, *Medical Evaluation, *Medical Treatment, *Models, Program Descriptions, Schizophrenia, Young Adults
Identifiers—*Florida Institute of Neuro Dynamics
The paper describes the medical and education components of FIND (Florida Institute of Neuro-Dynamics), a private, nonprofit medical facility serving severely learning disabled, behaviorally disordered, autistic, and schizophrenic young adults. The program is reported to include a medical approach to etiology, with emphasis on allergy testing. The program is also noted to focus on behavioral assessment and intervention with individualized activities in the following areas: academic and social skills, gross and fine motor development, self identification, self care skills, and prevocational skills. (SBH)

ED 157 364 EC 111 881
Phasha, G.M.
Programming Handicapped Children for the Future.
Pub Date Jun 78
Note—15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Comparative Education, *Educational Programs, Elementary Secondary Education, *Foreign Countries, *Handicapped Children
Identifiers—*South Africa
The paper reviews educational programs for handicapped Black children in South Africa. Considered are the historical background; preparation of handicapped children for the future; aims of special education; programs for the aurally handicapped, visually handicapped, and physically handicapped; mainstreaming; and educational services not yet provided for. (SBH)

ED 157 365 EC 111 882
Thorley, Bernie
Educational Achievements of Down's Syndrome Children.
Pub Date Jun 78
Note—18p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Downs Syndrome, Early Childhood Education, Elementary Secondary Education, *Foreign Countries, *Individual Characteristics, *Intervention, *Literature Reviews, Mentally Handicapped, Research Reviews (Publications)
The paper reviews literature and research on the educability of Down's syndrome children, and considers programs for Down's syndrome children around the world. Characteristics of Down's syndrome and early intervention techniques are also discussed. (SBH)

ED 157 366 EC 111 883
Goetze, Herbert Heinz, Neukater
A Structured, Student-Centered Approach for Teaching Hyperactive, Emotionally Disturbed Children.
Pub Date Jun 78
Note—10p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Behavior Change, *Contingency Management, Elementary Education, *Emotionally Disturbed, *Hyperactivity, *Play, *Self Control, Teaching Methods
A structured, student-centered approach to teaching hyperactive, emotionally disturbed children involves a contingency between instructional activities and play-time that is gradually faded out. During the instructional phase, behavior modification techniques are applied to shift students' behavior from external to internal control. Therapeutic interventions are gradually introduced into the free play settings. (Some empirical data relating to the approach are presented.) (Author/SBH)

ED 157 367 EC 111 884
Leonard, Bonnie D.
Diagnostic Testing and Assessment: A Holistic Approach.
Pub Date Jun 78
Note—15p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Diagnosis, Elementary Secondary Education, *Evaluation Methods, *Handicapped Children, Interdisciplinary Approach, *Student Evaluation
The author suggests that questions of specialist territoriality in the evaluation of handicapped children shift the focus of assessment away from the children and onto the specialists who work with them. Instead, she advocates a redirection of efforts toward training diagnosticians from a variety of fields who can facilitate the workings of multidisciplinary teams. Ten tenets of assessment and diagnosis, including that bias is inherent in the assessment process and that process and product require equal attention in evaluation, are discussed. (CL)

ED 157 368 EC 111 885
Patryla, Victoria
A Cross-Cultural Study of Professional Opinions on the Role of Parental Values and Attitudes in Early Childhood Education of the Mentally Retarded in England and the United States.
Pub Date Jun 78
Note—31p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Attitudes, *Early Childhood Education, Exceptional Child Research, Foreign Countries, *Mentally Handicapped, Parent Attitudes, *Parent Role, *Psychologists, *Teacher Attitudes, Values
Identifiers—*Great Britain
The study was conducted to present a cross-cultural sampling (the United States and Great Britain) of $ 50 educators' and psychologists' views regarding the role of parental values and attitudes in the early education of mentally retarded children. Two major implications were discovered: (1) parents can and should be taught specific techniques to enable them to act as educators of their own children; and (2) it would be beneficial to organize a series of committees at local, regional, and national levels composed of one member of each agency serving the mentally handicapped. Respondents also saw a need for parent involvement from the beginning and establishment of parent influence groups. (Author/SBH)

ED 157 369 EC 111 886
Mehta, Vera D.
The Challenges of Special Education in Developing Countries (A Case Illustration from India).
Pub Date Jun 78
Note—55p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Developing Nations, Educational Needs, *Educational Programs, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Program Descriptions
Identifiers—*India
The paper considers the problems of special education for India. Sections cover the incidence and types of crippling conditions, special education in the context of India's general educational system, medical services and their bearing on the problem of exceptional children, and an overview of trends in the provision of special education in developing countries. Guidelines are offered for future action in the following areas: restructuring the set-up of governmental machinery; areas of collaboration between voluntary agencies, local authorities and the government; the evolving role of medical personnel, social workers, paraprofessional staff, and other agencies; reaching out to the masses; research for improved services; and modern technology in education of exceptional children. (SBH)

ED 157 370 EC 111 887
Mitchell, David R.
A Systems Approach to Designing and Evaluating Special Education.
Pub Date Jun 78
Note—23p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Conceptual Schemes, Elementary Secondary Education, *Handicapped Children, *Models, *Program Design, *Program Evaluation, Special Education, *Systems Approach
A systems model offers an orderly way of identifying and evaluating the complex components and relationships that are present in special education systems. When applied to national or local systems of special education, it is possible to derive convenient profiles of their strengths and weaknesses, and thus to generate future improvements. As well as having utility at this macroscopic level, the model can also be applied to the planning of single pieces of action research and to individual case work. (Author/SBH)

FL

ED 157 371 FL 008 025
Sharpe, M. C.
Notes on the 'Pidgin English' Creole of Roper River. Papers in Australian Linguistics, No. 8.
Australian National Univ., Canberra. Dept. of Linguistics.
Spons Agency—Hunter Douglas Fund, Sydney (Australia).
Pub Date 75
Note—36p.
Available from—The Secretary, Pacific Linguistics, Research School of Pacific Studies, ANU, P.O. Box 4, Canberra, A.C.T., Australia 2600 ($3.50 Australian)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Australian Aboriginal Languages, *Creoles, Descriptive Linguistics, Dialect Studies, Distinctive Features, English, Form Classes (Languages), *Grammar, Intonation, Language Research, Language Variation, *Linguistic Borrowing, Phonemes, Phonetics, *Phonology, *Pidgins, Pronouns, Pronunciation, Spelling, Structural Analysis, Suprasegmentals, Syntax, Vocabulary
Identifiers—*Roper Creole
This analysis describes the phonology and grammar of the contact vernacular referred to as Roper Creole, spoken at Ngukurr on the Roper River. The analysis deals primarily with the creole used between native Roper Creole speakers. The phonology is similar to that of the Aboriginal languages of the area, with the addition of a few English sounds. Pronouns, prepositions, auxiliary verbs, affixes, etc. are of English derivation, but are patterned in use after the local Aboriginal languages. Three texts are presented as examples of Roper Creole speech. (Author/AMH)

ED 157 372 FL 009 368
Delisle, Gilles L., Avila, Hector
A Microwave Course in Spanish (for English Speakers).
Lingoco Corp., La Jolla, Calif.; Peace Corps, Washington, D.C.
Pub Date 68
Note—286p.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—Adult Education, Communicative Competence (Languages), Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Post Secondary Education, Pronunciation, *Second Language Learning, *Spanish, Speech Communication, Teaching Methods, Textbooks, Unit Plan, Volunteers, Volunteer Training
Identifiers—*Peace Corps
This textbook is designed for English-speaking students of Spanish. The distinctive feature of a microwave course is the emphasis on communicative use of each structural element as soon as it

appears. The principal component is a series of 'cycles' which, because of their extreme shortness, have been given the name 'microwaves.' This text consists of 106 cycles, each written first in English and then in Spanish. Each cycle begins with the introduction of new material and ends when that same material has been used for purposes of communication. Each cycle consists of an "M phase" and a "C phase." "M" stands for mimicry of pronunciation, manipulation of grammatical elements, learning the meaning of the words and sentences, and a certain degree of memorizing. "C" stands for connected conversation and communication. The "microwave" part of the text is supplemented by "Situational Problems" and "Debate Topics." These are to be used at regular intervals in order to allow the students to manipulate and use the verbal responses that they have learned. They also serve as an added stimulus in providing variety to the regular classroom situation. (Author/CFM)

ED 157 373 FL 009 402
Enkvist, Nils Erik
Style and Types of Context. Reports on Text Linguistics: Four Papers on Text, Style and Syntax.
Abo Akademi (Finland).
Pub Date 74
Note—48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Communicative Competence (Languages), Cultural Factors, *Discourse Analysis, Language Instruction, Language Research, *Language Styles, Language Variation, *Linguistic Theory, Nonverbal Communication, Second Language Learning, Social Factors, Sociolinguistics, Suprasegmentals, Syntax, Verbal Communication, Written Language
Identifiers—*Contextual Features
This paper argues that context is an important factor to be considered in linguistic analysis. Context is defined as the aggregate of linguistic, situational, social and cultural variables that surround linguistic units such as texts, discourses, utterances, words, morphemes, phonemes, sounds, and distinctive features. A "textual context" is the set of suitable defined linguistic units that co-occur with a given linguistic unit within a given text. In addition, the following contexts may be discerned: situational, social, cultural, pragmatic, and the psychological. Contextual features must be distinguished as being stylistically significant or non-significant. Another fundamental distinction must be made between language and context. Language teachers have increasingly become aware of the importance of stylistic contexts, so that the acquisition of stylistic appropriateness in a range of contexts is included among the objectives of language teaching. (AM)

ED 157 374 FL 009 445
Ligon, Glynn Holley, Freda
Can Researchers Find True Happiness in a Public School Setting? A Success Story in Bilingual Education Evaluation.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date Mar 78
Note—23p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D. C., March, 1978); Three pages of tabulated test results are not included due to small type size; other tables may be difficult to read.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, *Curriculum Evaluation, Curriculum Research, Elementary Education, Elementary School Students, English (Second Language), *Evaluation Methods, Experiential Learning, *Experimental Curriculum, Field Trips, Language Instruction, Language Programs, *Program Evaluation, Public Schools, *Research Design, Research Projects, Second Language Learning, Spanish, Teaching Skills
A two-year evaluation of an experience-based curriculum in bilingual education is described in parable style. The proposal for this research design was developed around the question of first-hand field experiences. A review of the first-year project revealed some of its weaknesses and reasons for poor results. For the second year, the public school constraints were taken into consideration, a training session for school personnel was conducted, and a research design was planned by all staff and researchers to be involved in it. The design was fairly complex because of the public school constraint that no child ever be denied the "benefits" of a program. Two consecutive grade levels at each school were assigned randomly to each of three treatment groups called full, partial and delayed treatment. Results indicated that students in the full treatment group performed better than students in the partial treatment group, who in turn performed better than those in the delayed treatment group. Advantages were evident in both Spanish and English communication skills. Appendices cover teacher competencies in a bilingual program; parental involvement strategies; and description, analysis and results of the experience-based curriculum project. (AMH)

ED 157 375 FL 009 446
Evaluacion de que consister y por que se lleva acabo? (Evaluation: What Does it Consist of, and for What Purpose?).
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date 78
Note—9p.; Some pages may be marginally legible due to type size
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bilingual Education, Bilingualism, Concept Formation, Course Content, *Course Evaluation, Course Objectives, *Educational Objectives, English, Grade 4, Guidelines, Language Development, *Language Instruction, Language Programs, Language Skills, Primary Education, *Program Evaluation, Second Language Learning, Self Concept, Spanish, Test Results
A guide is presented for the evaluation of the bilingual programs in the Austin, Texas, Independent School District. The reasons for an evaluation and a definition of program objectives and evaluation instruments are given. The program components, objectives and evaluation instruments for each grade level (K-4) are listed. The components involved are: language development (first and second language), concept development (first and second language), and development of self-concept. A glossary of relevant terms is provided. The disposition of test results is explained. (AMH)

ED 157 376 FL 009 515
Carranza, Jose M., Ed. Whitmer, Robert L., Ed.
Foreign Language Methodology Conference Workshop Reports, 1976.
Indiana Univ. of Pennsylvania. Dept. of Foreign Languages.
Pub Date 76
Note—120p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Classroom Games, Contrastive Linguistics, Cultural Education, Grammar, Higher Education, Independent Study, Individualized Instruction, Language Enrollment, *Language Instruction, Language Laboratory Use, Performance Based Teacher Education, Secondary Education, *Second Language Learning, Spanish, *Teacher Workshops, *Teaching Methods, Vocabulary, Word Frequency, Writing Skills
This collection resulting from a workshop on language teaching methodology contains the following papers: (1) "The Role of Culture in Foreign Language Learning," by N. Brooks; (2) "Guidelines and Ideas to Boost the Enrollment in Foreign Language Courses," by L.F. Gonzalez-Cruz; "Cooking in the Classroom," by K. Boykin; (4) "Performance Based Teacher Training," by R.L. Benntee; (5) "Converting Traditional Language Courses to the Self-Paced, Individualized Mode," by J.R. Antos; (6) "Alternatives to Contrastive Structuralism in Foreign Language Instruction: Internal Relatedness and External Appropriateness -- Samples from Spanish," by J.M. Guitart; (7) "A Case for Inclusion of Composition in the Language Classroom," by S. Kennedy; (8) "Individualized Instruction with a New Objective, a New Method," by J.H. Hartsook; (9) "A Core Vocabulary Based on Three Recent Frequency Lists," by H.M. Sommer; (10) "Student Performances of Plays in Spanish," by P.L. Podol; (11) "S2400, A Computer Assisted Instructional Review of Basic Spanish Grammar," by P.D. Smith, Jr.; (12) "The Language Laboratory as a Lending Library," by A.F. Murphy; (13) "The Use of Crossword Puzzles, Anagrams and Other Word Games in Teaching Foreign Languages," by M.L. Bretz; (14) "Foreign Travel Programs," by M.L. Quinn; and (15) "Teaching 'La vida es sueno' in High School," by A.F. Tonolo. "How to Do Library Research on a Foreign Culture," by J.A. Murphy is available as ED 117 989. (AM)

ED 157 377 FL 009 516
Carranza, Jose M., Ed. Whitmer, Robert L., Ed.
Foreign Language Methodology Conference Workshop Reports, 1977.
Indiana Univ. of Pennsylvania. Dept. of Foreign Languages.
Pub Date 77
Note—75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Audiovisual Aids, Computer Assisted Instruction, Conversational Language Courses, Foreign Language Films, French, Higher Education, Individualized Instruction, *Language Instruction, Language Skills, Listening Comprehension, Programed Instruction, Pronunciation, Secondary Education, *Second Language Learning, *Teacher Workshops, *Teaching Methods, Transformation Generative Grammar, Video Tape Recordings
Identifiers—Value of Language Study
This collection resulting from a workshop on language teaching methodology contains the following papers: (1) "Current Views and Principles on Unlocking the FL Treasure Chest," by R. Lado; (2) "Effective Ways of Teaching First-Year French," by J.G. Nicholas; (3) "Teaching Conversation and Comprehension Skills in Elementary Language Classes," by L.J. Rahilly; (4) "Personalizing Foreign Language Instruction," by M. A. Reiss; (5) "The Value of Your Foreign Language Program: Techniques for Educating the Community (Slide Presentation)," by R.J. Griffin; (6) "Teaching Foreign Language Films," by J.I. Donohoe, Jr.; (7) "Computer-Generated Video Tapes for the Teaching of French Transformational Grammar," by J. J. Thomas; (8) "Telefrancais: Novel Approach to French Pronunciation," by R. Carroll; and (9) "Youth for Understanding," by C. Mathis. "The Convergence of Two Methodologies: Implementing Programmed Instruction," by H. Blankmayer and J. Williams is available as ED 145 716. (AM)

ED 157 378 FL 009 529
Labov, William
Where Does the Linguistic Variable Stop? A Response to Beatriz Lavandera. Working Papers in Sociolinguistics, No. 44.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Apr 78
Note—23p.; For related document, see FL009517
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Descriptive Linguistics, Grammar, Language Research, *Language Variation, *Linguistic Competence, Linguistics, *Linguistic Theory, Phonology, *Semantics, *Sociolinguistics, Structural Analysis, Syntax
This paper is a response to Lavandera's question regarding the limits of the study of language variation. Sociolinguistics is characterized by its desire to limit representational meaning much more narrowly than formal linguistics. In addition while formal linguistics views language as species-specific and designed to accomodate logical representations, sociolinguistics views language in the context of common biological inheritance. The proper goal of sociolinguistic theory might be stated as the apportionment of the variance on any sub-section of a linguistic system to the functions of representation, identification, and accomodation, and to predict for any new language the probable distribution of information. Thus, variation studies go beyond grammatical description to explanations of variable constraints which will lead to conclusions about the form of grammar. Although in its early days sociolinguistic analysis developed to study sociolinguistic stratification, the full value of variation analysis has only gradually become clear. In addition to its usefulness in describing phonological variation, variation analysis can be a tool in the description of syntactic and semantic analysis, and variation theory as a whole can be a heuristic device for determining the shape of linguistic theory. (AM)

ED 157 379 FL 009 533
Cox, Jerry
Current Trends in Foreign Language Testing.
Pub Date Sep 77

Note—10p.; Paper presented at the Fall Conference of the South Carolina Chapter of the American Association of Teachers of German (Conway, South Carolina, Sept. 24, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Achievement Tests, *Cloze Procedure, Evaluation, Higher Education, *Language Instruction, *Language Proficiency, Language Skills, *Language Tests, Multiple Choice Tests, Secondary Education, *Second Language Learning, Test Construction, *Testing, Test Items
Identifiers—*Dictation, *Noise Testing
Three techniques of integrative FL testing are specifically discussed: dictation, cloze testing and noise testing. Studies show that dictation, when properly conducted, is a useful and efficient measure of overall language proficiency. Cloze testing is defined and illustrated with four examples, each with a different format. Noise or interference testing is briefly defined and three possible formats for such tests are suggested. All three devices test native-like language proficiency and are based on the redundancy, creativity and competence aspects of language. It is suggested that such testing be introduced periodically to keep abreast of students' interlanguage development and to replace the narrow focus of feature or chapter quizzes with total language testing. Test samples are appended. (Author/AMH)

ED 157 380 FL 009 537
Clement, Richard
Attitudes et motivation d'etudiants de l'est du Quebec a l'egard de l'apprentissage de l'anglais, langue seconde (Attitudes and Motivation Among Students in Eastern Quebec with regard to the Learning of English as a Second Language). Research Bulletin, No. 11.
University of Western Ontario, London. Dept. of Psychology.
Spons Agency—Department of the Secretary of State, Ottawa (Ontario).
Pub Date May 77
Note—55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Affective Behavior, Anxiety, Classroom Research, Cognitive Processes, Cultural Factors, *English (Second Language), Ethnicity, Ethnocentrism, *Language Attitudes, *Language Instruction, Language Skills, Learning Motivation, Learning Theories, Linguistic Competence, Psycholinguistics, Questionnaires, *Second Language Learning, Sociolinguistics, *Student Attitudes, *Student Motivation
Identifiers—*Canada (Quebec)
This study was undertaken to determine motivational factors connected with the learning of English by francophone students living in a milieu where there is little contact with anglophones. Research is reviewed which supports the contention that the attitudinal/motivational dimension, or integrative motivation, bears an important relationship to achievement in the second language. Particular attention is given to a recent study suggesting that among francophones in Quebec the fear of losing cultural identity might prevent the development of positive attitudes toward the English-speaking population and so reduce integrative motivation. The present study evaluates relationships between attitudes of the individual and his/her linguistic aptitude and competence in a second language. Attitudes toward the anglophone population and toward learning English were considered. One thousand one hundred and eighty from six regions in eastern Quebec were the subjects of the study. Data were gathered by means of a 36-item questionnaire eliciting information about attitudes and motivation, as well as other personal information. Three tendencies emerged: (1) students' attitudes toward anglophones, their English course and teacher as well as their motivation are above the mean; (2) negative attitudes are below the mean; and (3) students have a low opinion of their competence in English and their ability to use the language in real life situations. The latter tendency seems to corroborate evidence regarding fear of losing cultural identity. (Text is in French.) (AMH)

ED 157 381 FL 009 539
Gardner, R. C.
Attitudes and Aptitude in Learning French. Research Bulletin No. 13.
University of Western Ontario, London. Dept. of Psychology.
Spons Agency Department of the Secretary of State, Ottawa (Ontario).
Pub Date May 78
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, *Academic Aptitude, Aptitude Tests, Attitude Tests, Educational Counseling, Elementary Secondary Education, *French, *Language Ability, *Language Attitudes, Language Enrollment, Language Research, Predictive Ability (Testing), *Second Language Learning, *Student Attitudes, Student Motivation, Test Validity
Identifiers—Attitude Motivation Inventory, Modern Language Aptitude Test, Value of Language Study
This address to school counselors discusses the role of aptitude and attitudes in learning French as a second language with attention to the senior elementary and high school levels. The Modern Language Aptitude Test (MLAT) and the Attitude Motivation Inventory (ATI) were administered to students. The MLAT and abilities it is designed to assess are discussed. Attitudinal variables of the ATI, integrativeness, motivation, attitudes toward the learning situation, class anxiety, and instrumentality, are described. Correlations suggest that prediction of achievement in French can be reasonably accurate if attention is paid to both aptitude and attitudes. Both MLAT and AMI evidence convergent validity because of substantial correlations with French grades. Only AMI has low correlation with non-French academic average. MLAT correlates as highly with academic average as it does with French grades. Language enrollment statistics for Ontario and implications of the findings for counseling are presented. (SW)

ED 157 382 FL 009 543
Zierer, Ernesto
El problema de la barrera linguistica en el desarrollo cientifico y tecnologico (The Problem of the Language Barrier in Scientific and Technological Development).
Universidad Nacional de Trujillo (Peru). Departmento de Idiomas y Linguistica.
Pub Date Oct 74
Note—112p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Comprehension, Higher Education, *Information Needs, Interpreters, *Language Handicaps, *Language Instruction, Language Proficiency, Language Research, *Language Role, Languages for Special Purposes, Language Skills, Reading Skills, Sciences, Scientific Literacy, *Second Language Learning, Spanish, Teaching Methods, *Technological Advancement, Technology, Translation
Identifiers—*Latin America
This monograph discusses the problem of the language barrier in scientific and technological development in terms of several parameters describing the flow of scientific information from one language to another. The numerical values of the language barrier parameters of the model are calculated in the field of information on second language methodology available at the National University of Trujillo (Peru). The language barrier problem for students of medicine, physics and mathematics, and chemical engineering at the same university is described on the basis of a survey among students. Reducing the language barrier is of special importance for Latin America. It is suggested that an effective strategy should include action insuring improvement of second language teaching, scientific training of translators, increase of the influx of scientific information into Spanish through selective translations, and cooperation at an international level. (Text is in Spanish.) (Author/AMH)

ED 157 383 FL 009 551
Rosenhouse, Judith
A Method for Teaching English as a Second Language and its Evaluation.
University of Western Ontario, London. Dept. of Psychology.
Spons Agency—Department of the Secretary of State, Ottawa (Ontario).
Pub Date Aug 77
Note—14p.; Paper presented at the International Conference on the Teaching of Spoken English (Leeds, England, August 15-20, 1977); Not available in hard copy due to marginal legibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Bilingual Education, Bilingual Students, Cultural Factors, Elementary Education, *English (Second Language), Grammar, Hebrew, *Immersion Programs, Immigrants, Individualized Instruction, Language Development, *Language Instruction, Language Proficiency, *Language Programs, Language Tests, Phonology, *Second Language Learning, Speech Communication, *Teaching Methods, Vocabulary
Identifiers—England
This paper describes the experience of two children, native-speakers of Hebrew, in a language center in England. The language center provides a total immersion program in English for a multi-lingual population of children aged 5 to 12 years. The small-group and individualized instruction, the instructional materials and facilities, and the close attention of the teachers contribute to a favorable learning atmosphere. Another advantage of the center is the elimination of feelings of inferiority. The older child, aged 10, spent one year in the center; the other, aged 8, spent a year and a half there before going into a regular school program. The following aspects of their language study are briefly discussed: (1) the center's method of teaching the English sound system, grammar and vocabulary; (2) the children's progress in learning the language; and (3) three tests given to the children to check their linguistic competence one year after they left the center. One conclusion drawn is that the favorable learning atmosphere at the center and "full immersion" in the environment contributed to the rapid learning of English by the two children. (AMH)

ED 157 384 FL 009 554
Schwabe, Tippy
A Program in ESL Student Self-Monitoring at the University of California, Davis.
Pub Date Apr 78
Note—13p.; Paper presented at the annual conference of the Teachers of English to Speakers of Other Languages (Mexico City, Mexico, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Autoinstructional Programs, *College Language Programs, Communicative Competence (Languages), *English (Second Language), *Error Analysis (Language), Grammar, Higher Education, Language Fluency, *Language Instruction, Program Descriptions, Pronunciation, *Self Evaluation, Speech Communication, Tape Recordings, Teaching Methods
A new program developed during 1975-76 as part of the English as a second language curriculum at the University of California, Davis, is designed to enable students to listen to their oral English for pronunciation and grammatical self-correction. Students are aided in identifying and correcting their errors through tape-recorded sessions with a group consisting of a clinic leader and four or five other students. This report provides information about group meetings, lessons, models for correcting errors, student reaction to the program, and reference materials. The following are appended: a sample lesson, self-monitoring evaluation forms, a guide to viewing the video-tape of the self-monitoring sessions, and statistical data on self-monitoring groups for fall 1977 and winter 1978. (SW)

ED 157 385 FL 009 561
Seesahai, Maureen
Punjabis Learning English: Word Order. TEAL Occasional Papers, Vol. I, 1977.
British Columbia Association of Teachers of English as an Additional Language, Vancouver.
Pub Date 77
Note—11p.
Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Contrastive Linguistics, *English (Second Language), Grammar, Interference (Language Learning), Language Instruction, Language Patterns, *Panjabi, *Second Language Learning, Sentences, Sentence Structure, *Syntax, Teaching Methods, Verbs
Identifiers—*Word Order
When teaching English as a second language to speakers of Punjabi, it is useful for the teacher to have some knowledge of the students' native lan-

guage. This paper analyzes the differences in word order between English and Punjabi. The five basic sentence patterns in English are contrasted with the equivalent sentence patterns in Punjabi. Activities are suggested that can be used to teach English word order to Punjabi students or to students of other language backgrounds. (CFM)

ED 157 386 FL 009 563
Selman, Mary Blackwell, Margaret
E.S.L.: A Community-Based Program. TEAL Occasional Papers, Vol.1, 1977.
British Columbia Association of Teachers of English as an Additional Language, Vancouver.
Pub Date 77
Note—14p.
Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 mailing costs)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Education, Adult Students, *Community Colleges, Community Involvement, *English (Second Language), *Immigrants, Junior Colleges, *Language Instruction, *Language Programs, Neighborhood Centers, Program Descriptions, *School Community Programs, Student Characteristics, Surveys, Teacher Workshops, Teaching Methods
Identifiers—British Columbia, Canada
A community-based program for adults learning English as a second language has been carried out by Vancouver Community College in British Columbia. The program, known as Neighborhood English Classes of the college, offers classes at accessible locations in the community to serve immigrants who are unable or unwilling to attend the intensive program at King Edward Campus or its night centers. Three distinct types of classes are offered: classes for seniors, adult evening classes, and the "moms and tots" classes. The origins and development of the program are discussed. Based on a survey of students, information is provided on the following characteristics: education, language and cultural background, length of residence Canada, social role responsibilities, and personal characteristics. Special demands of the teaching situation are outlined. Monthly teacher workshops are held to develop good morale and growth in the quality of the program. Teaching techniques and content selections appropriate for the students are discussed. (SW)

ED 157 387 FL 009 569
Johnson, Carol
Mechanical Dictations. TEAL Occasional Papers, Vol. 2, 1978.
British Columbia Association of Teachers of English as an Additional Language, Vancouver.
Pub Date 78
Note—8p.
Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Audiolingual Skills, Aural Learning, *Autoinstructional Aids, *English (Second Language), *Individualized Instruction, *Language Instruction, Language Skills, Oral Reading, Programed Units, Reading Assignments, Secondary Education, Second Language Learning, *Teaching Methods, *Units of Study, Writing Exercises
Identifiers—*Dictation Tasks
One of the major problems of secondary school second language teachers in British Columbia is providing work that a student can do individually, leaving the teacher free for other students. It is rare that individual work includes oral-aural practice. A teaching method is presented that allows individualized instruction without sacrificing oral-aural practice. The use of dictation with comprehensive work units is described. The preparation of an instruction card or checklist describing in detail the steps a student should follow to complete a unit of work is outlined, and a sample card format or checklist is included. This technique, called "mechical dictation," can be done at the student's own speed. It provides writing, reading, and oral-aural practice and is self-correcting. (SW)

ED 157 388 FL 009 570
Salzmann, Herbert
Writing as Self-Discovery: Teaching Writing Skills to Non-Native Speakers. TEAL Occasional Papers, Vol. 2, 1978.
British Columbia Association of Teachers of English as an Additional Language, Vancouver.
Pub Date 78
Note—13p.
Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada ($2.50 Canadian plus $.50 postage)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Composition Skills (Literary), *English (Second Language), *Error Analysis (Language), *Language Instruction, Personal Interests, Second Language Learning, *Self Expression, Writing Exercises, *Writing Skills
A method of teaching writing to adult students of English as a second language is presented. The method emphasizes the first-person point of view. For an individual in a new culture with limited vocabulary and uncertain knowledge of structure, beginning with the self and observed events can be reassuring. With this method, described as being a self-discovery, the student is given an assignment of correcting his writing errors, guided by a handout sheet of correction symbols. Students may be requested to work on improving incorrect structures or providing information missing from the writing. Students also work on dividing the writing into paragraphs. The method is demonstrated by providing an example of student writing. (SW)

ED 157 389 FL 009 572
Seliger, Herbert W.
Semantic Presuppositions Underlying Avoidance Strategies. CUNY Forum No. 3, 1977.
Pub Date May 77
Note—24p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (Miami Beach, Florida, May, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Contrastive Linguistics, Discourse Analysis, English (Second Language), Language Instruction, Language Patterns, *Language Usage, *Native Speakers, Phrase Structure, *Pragmatics, *Second Language Learning, *Semantics, Sentence Structure, Verbs
This study proposes that avoidance of a structure by a second language learner can only be claimed for instances where it can be demonstrated that the learner "knows" the avoided language form and that native speakers are expected to use a particular form in that context. Research is reviewed, particularly a study by J. Schachter (1974) in which it is claimed that language differences lead to avoidance. In contrast to this and other studies, the present study claims that the role of contrastive analysis in predicting true avoidance is to show positive transfer potential, or structural similarities, thus contributing to the necessary assumptions about knowledge of the target structure. A third element in a definition of true avoidance is the obligatory environment which in this study refers to semantic or pragmatic features attached to the selection of a particular form contrasted with other paraphrastic options. An experiment in the use of the passive by six native English speakers and six Hebrew-English bilinguals was conducted to test these claims. Subjects were asked to respond to cues containing passive constructions. A comparison of native speaker responses and the bilinguals' responses yielded the following results: (1) the use of the passive by native speakers seems to be topic-dependent, but not that of the bilingual students; and (2) the Hebrew speakers seemed to transfer the lack of usage of the passive in Hebrew to English. It is concluded that true avoidance of a structure in the target language is based, not on ignorance, but on the semantic constraints imposed on that structure in the native language, and that it remains to be seen whether the ability to select a form from among options in a second language is acquireable. (AM)

ED 157 390 FL 009 573
Pia, J. Joseph
Grammar and Learner as System: Some Proposed New Directions for Research in Second Language Acquisition. CUNYForum, No. 3.
Pub Date 76
Note—22p.; Paper presented at the annual Queens College Conference on Bilingualism and Second Language Teaching and Learning (2nd, November, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Factor Analysis, *Grammar, Language Instruction, Language Patterns, *Learning Characteristics, Learning Processes, *Learning Theories, Linguistic Theory, *Second Language Learning, *Systems Approach
Some aspects of a general systems theory of second language acquisition are as follows: the system is greater than the sum of its parts; each component has a distinctive role in the overall operation of the system; some components may be entire systems themselves; the workings of the system proceed according to patterns, and rules for any given system are limited to that system. A systems perspective of grammar and learner and the interaction of language and learner is presented. Language learning can be interpreted as the building of a system of rules that account for the linguistic behavior of native speakers. Because each language can be attacked component by component, the course developer and teacher should present material from each component in a way and in an order that facilitates learning. A systems approach to account for variance in student achievement involves factoring out distinct dimensions or components and examining which factors exist independently and at what level of analysis. (SW)

ED 157 391 FL 009 574
A Guide for the Review of Elementary School Foreign Language.
New York State Education Dept., Albany. Cooperative Review Service.
Pub Date Jun 71
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, Articulation (Program), Course Objectives, *Curriculum Guides, Educational Improvement, Educational Objectives, Elementary Education, Evaluation, Fles, *Fles Programs, Instructional Materials, Instructional Staff, *Language Instruction, Language Programs, Language Teachers, *Modern Language Curriculum, Program Administration, Program Evaluation, *Second Language Learning, *State Curriculum Guides, Teaching Methods
Identifiers—New York
The aim of this guide is to raise the quality of instruction and to advance the opportunities available to all pupils for better learning. It is to be completed by each foreign language teacher in the elementary schools and by the program coordinator. The items consist of standards and practices that generally characterize good programs. The areas to be evaluated are: program objectives, program organization, languages offered, administration and supervision, coordination and articulation, instructional staff, methods of instruction, materials of instruction, pupil achievement, and evaluation. Summary space is provided to indicate (a) outstanding aspects, practices and features of the FLES program, (b) the areas in which the most improvement is needed, (c) projects whose aim is to strengthen or improve the aspects of the FLES program most in need of improvement and (d) suggestions for further improvement. (AMH)

ED 157 392 FL 009 578
Stanley, Julia Penelope
Target Structure and Rule Conspiracies: Syntactic Exploitation.
Pub Date May 78
Note—32p.; Paper presented at the Theory of Rhetoric Conference. (Minneapolis, Minnesota, May 5-6, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adjectives, *Discourse Analysis, English, Grammar, Language Research, *Language Styles, Linguistics, *Linguistic Theory, Nominals, Persuasive Discourse, *Phrase Structure, Speech Communication, Structural Analysis, *Surface Structure, *Syntax, Transformations (Language)

Any theory of stylistics sets itself the task of accounting for choices made by a speaker/writer among theoretically available and more-or-less equivalent linguistic structures. This task is a stumbling-block in the way of most attempts to construct a theory of style because there is no consistent method of defining 'available structures' and identifying 'equivalent structures.' Linguists have begun to apply the corollary concepts of 'target or surface structures' and 'rule conspiracies' to syntactic structures. This study concentrates on the uses of one such target structure in English, the MODIFIER – NOUN construction. Treating MODIFIER as a target 'slot,' it is noted that many different kinds of linguistic units can occupy it and that this 'attributive' slot is used to control the information available to readers/hearers. Choice of this target structure has three effects: (1) some information is deleted; (2) certain propositions can be buried, and (3) whatever occurs in that position is cast as 'attributive.' Using a transformational analysis to constrain the possible choices, and contrasting the MODIFIER – NOUN target with another, NOUN – MODIFIER, it is shown that 'equivalent structures' create stylistic differences not only in their effects on readers/hearers, but also in the kind and amount of information conveyed. (Author/AMH)

ED 157 393 FL 009 579

English Language Teaching Profile: Poland.

British Council, London (England). English-Teaching Information Centre.

Pub Date May 75

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Educational Policy, *English (Second Language), Foreign Countries, *Higher Education, Instructional Materials, *Language Instruction, Language Role, Language Tests, *Secondary Education, *Teacher Education, Teaching Conditions

Identifiers—*Poland

A profile of English language teaching in Poland is provided in outline form. The following topics are dealt with: the role of English in the country, teaching hours per week in English at each educational level, English language versus English literature, public examinations, syllabuses and textbooks, specialized English programs, adult English classes, staffing and qualifications for English teaching, teacher training, professional organizations for English teachers, teaching materials, English outside the educational system, British support for the teaching of English, American support for the teaching of English, strengths and weaknesses of English language teaching in Poland, and current research and bibliography. (SW)

ED 157 394 FL 009 646

Ornstein, Jacob

Sociolinguistic Changes Viewed Within a Tagmemic Model.

Pub Date 72

Note—25p.; Paper presented at the International Congress of Linguists (eleventh, Bologna-Florence, August 28 September 2, 1972)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Grammar, Language Research, *Language Variation, *Linguistic Theory, *Models, Morphology (Languages), Phrase Structure, Sentence Structure, *Sociolinguistics, Structural Analysis, *Tagmemic Analysis

This paper examines how tagmemics can be equipped with a notational mechanism to account for significant variability phenomena in language. A brief history of variation theory is followed by a proposal for a tentative notational system for marking variants. An illustration of this system is provided through application to various levels of analysis: the clause, the phrase, and the word. (AM)

ED 157 395 FL 009 647

Bornschener, Joan H.

Reading in a Foreign Language: A Multi-Skill Approach.

Pub Date Apr 78

Note—11p.; Paper presented at the University of Kentucky Foreign Language Conference (Lexington, Kentucky, April 27-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Content Reading, Higher Education, Instructional Aids, *Language Instruction, Language Laboratories, *Language Skills, Listening Comprehension, Listening Skills, *Literature, Literature Appreciation, *Reading Comprehension, Reading Instruction, Reading Skills, Second Language Learning, *Tape Recordings, *Teacher Developed Materials, *Teaching Methods, Vocabulary Skills

An experimental approach to reading a foreign language is described, in which the assigned text was taped by the instructor. These tapes were then supplemented by worksheets which included content questions on the author and vocabulary and grammar exercises based on the text. The tapes were made available to the students in the language laboratory; thus, class attendance was made optional for the duration of the experiment. Class periods were used for playing segments of tapes for clarification and vocabulary enrichment, and for discussion and deeper analysis of the story. This unit was generally used once or twice in the semester as a change of pace. In the classroom situation, it was found that the experiment helped students to be more actively involved in the reading of literature. Their understanding and appreciation of the story were enhanced, and their vocabulary and listening comprehension improved. (Author/AMH)

ED 157 396 FL 009 649

Okonkwo, Chuka

Language in African Education: A Comparative Analysis of the Curricular Elements of School Texts. Occasional Paper No. 2.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Pub Date 78

Note—46p.

Available from—Comparative Education Center, Faculty of Educational Studies, State University of New York at Buffalo, Buffalo, New York 14260 ($3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*African Languages, Child Role, Content Analysis, Cultural Context, *Cultural Differences, Cultural Environment, Cultural Images, Cultural Traits, Elementary Education, Elementary School Curriculum, Ethnicity, Family Life, Family School Relationship, *Igbo, Instructional Materials, Language Instruction, *Language of Instruction, Material Development, Social Attitudes, Social Values, Sociocultural Patterns, Sociolinguistics, Textbook Bias, *Textbook Content, *Textbook Evaluation, Textbook Research, Textbooks, Textbook Selection, Uncommonly Taught Languages, Values

Identifiers—*Nigeria

A study of the relationship between the language medium and the content of education is summarized. Language and curricular contents of English and Igbo language texts used in Nigerian primary schools between 1957 and 1976 are examined according to fifteen categories. Research is reviewed which supports the hypothesis that a change from English to an African language as the medium of education will also involve a change in the content of education. Of the English texts, 95.5% were written by Europeans; all the Igbo texts were written by Africans. The subject matter of the Igbo texts shows a strong, supportive and mutual relationship between home and school. The English texts contain unfamiliar allusions; they portray the family as unhappy, and the village as sparsely populated and inhabited by the poor and illiterate. Differences also existed in the presentation of the concept of education, the city, the nation, ethnicity, art and culture, and moral virtues. Specific differences and similarities in presentation of the child as an individual, the family, the school, the village, the city, the nation and the world are discussed. It is concluded that a change from English to native language texts necessarily involves a change in content. A number of positive recommendations for developing native language primary education materials are given. (AMH)

ED 157 397 FL 009 650

Ornstein, Jacob Goodman, Paul W.

Bilingualism/Biculturalism Viewed in the Light of Socio-Educational Correlates.

Pub Date Aug 74

Note—38p.; Paper presented at the 8th World Congress of Sociology (Toronto, Ontario, August 19-24, 1974), Research Committee on Sociolinguistics

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, *Biculturalism, *Bilingualism, *College Students, Cultural Factors, Educational Attitudes, English, Ethnic Groups, Language Attitudes, Language Proficiency, Language Research, Language Skills, *Mexican Americans, Minority Groups, Self Esteem, Social Attitudes, Social Differences, *Social Factors, Socioeconomic Influences, *Sociolinguistics, Spanish, *Student Characteristics

A study was conducted to supply data on the characteristics of young adult Chicanos compared with their Anglo peers. A stratified random sample of undergraduate Mexican-American (N#153) and Anglo (N#148) students was taken at the University of Texas, El Paso, where one third of the students enrolled have a Spanish surname. A self-devised Sociolinguistic Background Questionnaire was administered to all 301 students; extensive oral and written bilingual tests were administered to 10% of the total sample. The two groups differed significantly in socioeconomic status. The Chicanos were lower in fathers' income and hourly wages (students') and had a heavier burden of self-paid university expenses. Other divergences, varying in degree of significance, were also shown. It was found that English performance correlated strongly with both Spanish performance and grade point average. Unlike studies made elsewhere, the Mexican-American students revealed high loyalty to the Spanish language and to Mexican-American culture. Chicano students, most of whose schooling had been in English, rated significantly higher in both oral and written English skills than in Spanish. They showed less confidence in both their English and Spanish skills than did their Anglo counterparts--a fact probably contributing, with the less favorable factors, to poorer self-image. This negativism was further compounded by language attitudes: Chicanos assigned relatively low status to Southwest Spanish varieties. Analogies between Mexican-American and Third World youth are emphasized, possibly opening up a new avenue of research regarding minorities everywhere. (Author/AMH)

ED 157 398 FL 009 652

Pritchard, Constance J.

Getting Acclimated: Language in a Women's Prison.

Pub Date Mar 78

Note—13p.; Paper presented at the Annual Symposium on Language and Culture in South Carolina (2nd, March 10, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—English, Expressive Language, Language Research, *Language Usage, Language Variation, Nonstandard Dialects, *Prisoners, Regional Dialects, *Social Dialects, Social Structure, *Sociolinguistics, Speech Habits, Standard Spoken Usage, *Subculture, *Vocabulary

Identifiers—*Slang

Prison language, primarily the lexicon, at the Women's Correctional Center (WCC) in Columbia, South Carolina is described. This center is considered here as a speech community and a subculture. Inmates have developed speech habits and vocabulary which indicate the social structure of the prison and inmate values. They coin or metaphorically extend words to describe life in their environment. Physical locations, guards, the inmates themselves, and their activities and behavior are categorized and named by the participants in this community. The argot of various subcultures, regional variants, and the language of the dominant culture are intermixed. Two main topics of discussion, sex and criminal offense, yield especially interesting argot. The language also reflects the inmates' social or occupational roles in the prison. (Author/AMH)

ED 157 399 FL 009 653

Povsic, Frances

Bilingualism in American Education -- Implications for Ethnic Schools.

Pub Date Jun 78

Note—20p.; Paper presented at a meeting of the Ethnic Heritage Foundation (Cleveland, Ohio, April 13, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Audiolingual Methods, *Bilingual Education, Bilingualism, Bilingual Students, Cultural Awareness, Cultural Pluralism, Elementary Secondary Education, English (Second Language), *Ethnic Groups, *Ethnicity, Guidelines, *Instructional Materials, Language Attitudes, *Language Instruction, Language Programs, Non English Speaking, *Second

Language Learning, *Teaching Methods, Textbook Bias

Instructional materials, bilingual programs, and developments in second language learning research and methodology are discussed, primarily in terms of their implications for ethnic schools. The rationale is given for an ongoing analysis of instructional materials for ethnic bias, and a few examples of positive treatment of ethnicity from current elementary school textbooks are noted. Following a brief outline of four types of language programs, some aspects of the research in second language learning and methodology are discussed in terms of their application to teaching in ethnic schools. Nine pertinent elements from guidelines prepared by professional organizations for foreign language teachers are synthesized. Finally, suggestions on the use of songs, role playing and games, and a short annotated list of instructional materials are provided. (AMH)

ED 157 400 FL 009 667

The Hmong Language: Sounds and Alphabets. General Information Series, No. 14. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date 78

Note—39p.

Available from—National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 No. Kent St., Arlington, Virginia 22209 (free)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Alphabets, Asian Americans, Asian Studies, Consonants, Culture, Descriptive Linguistics, Dialects, Educational Opportunities, Ethnic Groups, *Indochinese, Language of Instruction, Literacy, Minority Groups, Mutual Intelligibility, Phoneme Grapheme Correspondence, *Phonology, *Pronunciation, *Refugees, Romanization, *Tone Languages, Uncommonly Taught Languages, Vowels

Identifiers—*Hmong, *Laos, Names

The purpose of this guide is to provide Americans working with the Hmongs with: (1) some practical information on the Hmongs, their origins and language; (2) a detailed description of the sounds of the Hmong language; and (3) a discussion on Hmong as an unwritten language. This is the first of three guides to be published on the Hmongs, a people who live in scattered areas in Southeast Asia. Hmong refugees in the United States came originally from mountain regions in Laos. In addition to this background information, the following topics are included: sources for further reference; the Hmong sound system, including the general structure of words, consonants, differences between white and blue/green vowels and consonants, and tones; Hmong education and literacy in Laos; Hmong alphabet development in Laos; and the use of the Romanized Popular Alphabet (RPA) among refugees. (Author/AMH)

ED 157 401 FL 009 668

McLane, Kathleen, Comp. Omaggio, Alice, Comp.

ERIC Documents on Foreign Language Teaching and Linguistics: List No. 18. CAL-ERIC/CLL Series on Languages and Linguistics, No. 57.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 77

Note—26p.; For related document, see ED 140 616

Journal Cit—Modern Language Journal; v61 n7 p340-363 Nov 1977

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Applied Linguistics, *Bibliographies, *Bilingual Education, Bilingualism, Careers, Contrastive Linguistics, Cross Cultural Training, Culture, Dialect Studies, *English (Second Language), Error Analysis (Language), French, German, Information Theory, Instructional Materials, International Education, Language Development, Language Handicaps, *Language Instruction, Language Research, Language Tests, *Linguistics, Phonology, Program Descriptions, Program Evaluation, Psycholinguistics, *Second Language Learning, Semantics, Sociolinguistics, Spanish, Teacher Education, Teaching Methods, Testing, Translation, Uncommonly Taught Languages

This is the eighteenth in a series of catalogues of documents in the ERIC system that are of interest to teachers and researchers in foreign languages and linguistics. The documents cited in the present list appeared in the monthly ERIC abstract journal "Resources in Education" (RIE) from July through December 1976. The list is compiled from all of the RIE citations published during that period, not only those contributed by the Clearinghouse on Languages and Linguistics. The list contains the following headings: (1) General; (2) Linguistics; (3) Foreign Language Education; (4) Physiology and Psychology of Language Learning; (5) Equipment; (6) Bilingual/Bicultural Education; and (7) English as a Second Language. Each entry includes author's names, title of the work, source, date (if available), length, and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/AMH)

ED 157 402 FL 009 669

Matuszek, Paula And Others

Evaluation Design 1977-1978 ESEA Title VII Bilingual Program.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 15 Sep 77

Note—82p.; Tables may be difficult to read due to small print size.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Bilingual Education, Course Evaluation, Curriculum Evaluation, *Educational Assessment, Elementary Education, English, *Evaluation Criteria, Evaluation Methods, *Federal Programs, *Language Instruction, Language Programs, Program Descriptions, Program Design, *Program Evaluation, School Districts, Second Language Learning, Spanish, Teaching Methods

Identifiers—*Elementary Secondary Education Act Title VII

A design for the evaluation of ESEA Title VII bilingual programs in the Austin Independent School District is presented. The following topics are included: (1) Evaluation Design Review Form; (2) decision questions including the actual questions addressed on three levels: the Office of Education-Level, the system-level and the project-level; (3) a narrative summary describing the program itself and the evaluation; (4) an information sources summary that includes the population, evaluation questions referenced, date collected and analysis techniques; (5) a summary of the data to be collected in the schools; (6) the evaluation time resources allocation summary; and (7) program planning sheets for each level. (AMH)

ED 157 403 FL 009 671

Gattegno, Caleb

Teaching Foreign Languages in Schools: The Silent Way.

Educational Solutions, New York, N.Y.

Pub Date 72

Note—152p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Basic Vocabulary, Cognitive Processes, Higher Education, Instructional Innovation, *Instructional Materials, *Language Instruction, Language Teachers, Language Usage, Learning Processes, Learning Theories, Literature, Nonverbal Learning, Secondary Education, *Second Language Learning, Speech Communication, Student Teacher Relationship, Teacher Behavior, *Teacher Role, *Teaching Methods, Verbal Learning, Vocabulary

Identifiers—*Silent Way

This revision of a previous edition discusses an approach to language teaching called the Silent Way. This method is based on the notion that learning a foreign language is in many respects radically different from learning the mother tongue. It can be learned in the schools by artificial methods and with materials designed for the purpose. The techniques in the Silent Way make it possible for the teacher to say less and the students to say more as the lessons advance. The specific subjects covered in this book are: (1) the subordination of teaching to learning in the case of foreign languages; (2) the spirit of a language -- its structure, and the literature and philosophy of the group using it; (3) the distinction between language and vocabulary and the idea that much language use can go on with a small functional vocabulary; (4) a discussion of materials for vocabulary development; and (5) a discussion of results one might expect and an exposition of the rationale for this method. An appendix contains ten testimonials to the method by teachers who used it in teaching several languages. (AMH)

ED 157 404 FL 009 673

Freed, Barbara F.

From the Community to the Classroom: Gathering Second-Language Speech Samples. Language in Education: Theory and Practice, No. 6.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 78

Note—34p.

Available from—Publications Department, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 ($2.95)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Bilingual Students, Class Activities, Communicative Competence (Languages), Community Involvement, *English (Second Language), Field Experience Programs, *Field Interviews, *Language Instruction, Native Speakers, *Research Methodology, Secondary Education, Second Language Learning, *Sociolinguistics, Speech Communication, Speech Skills, Tape Recordings, *Teaching Methods

Identifiers—Information Analysis Products

Adapting sociolinguistic fieldwork techniques for use in teaching a second language is presented as an activity that gets students out of the classroom and into the speech community to observe and use language in real situations. It is intended for intermediate and advanced students who need motivation and encouragement to interact with native speakers. First methodological approaches of sociolinguists studying speech in a social context are examined, beginning with the identification of the speech community to be studied. Also included in the fieldwork techniques are preparing an explanation for the interviews and devising interview forms to guide the conversations, which are tape-recorded. Next, student preparation is discussed, including pre-fieldwork activities (classroom role-playing), and fieldwork preparation (classroom discussion to prepare topic and schedule). Three sample taped interviews are shown concerning life in New York, Puerto Ricans in Philadelphia, and family life in the United States. The material collected from the fieldwork lends itself to a wide variety of follow-up linguistic activities. The order of the fieldwork analysis is outlined, beginning with a general class discussion followed by examples from particular interviews, student presentations of findings, and ending with a student evaluation of the entire process. This exercise is advocated because it forces students to use what they know in order to learn more. The appendices include suggested interviews for use in three second language situations: bilingual, Americans studying a foreign language in the United States, and adults in ESL class. (NCR)

ED 157 405 FL 009 674

Morain, Genelle G.

Kinesics and Cross-Cultural Understanding. Language in Education: Theory and Practice, No. 7.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78

Note—38p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Body Language, Communication Skills, *Cross Cultural Studies, *Cultural Awareness, *Cultural Differences, Cultural Interrelationships, Dance, Eye Movements, Foreign Culture, Human Posture, Interaction Process Analysis, Learning Activities, Motion, Motor Reactions, *Nonverbal Communication, *Paralinguistics, Perceptual Motor Coordination, Proximity, Self Expression

Identifiers—*Gestures, Information Analysis Products

Body language, also called kinesics, is the discipline concerned with the study of all bodily motions that are communicative. An understanding of kinesics across cultures necessitates a close

look at posture, movement, facial expression, eye management, gestures, and proxemics (distancing). The popularity of one posture over another and the emotion conveyed by a given posture seems to be largely determined by culture. Recent studies of rhythm and dance as they relate to body movement have revealed astonishing new insights into human interaction. Facial expressions are very revealing and would be an important aspect of language learners attempting to master the nonverbal system of another culture. The role of eye contact in a conversational exchange between two Americans is well defined and is intensely important in interpersonal communication. An understanding of the role gestures play (autistic, technical and folk) within a culture is critical to sensitive communication. In each culture, the use of space (proxemics) depends upon the nature of the social interaction, but all cultures distinguish the four basic categories of intimate, personal, social, and public distance. While it is clear that all cultures make use of kinesic behaviors in communication, scholars do not agree on the precise nature of the role they play and are searching for some kinesic universals. An appendix is included with suggested activities for sensitizing students to aspects of nonverbal communication. A bibliography is also appended. (NCR)

ED 157 406 FL 009 675

Keller, Howard H.

New Perspectives on Teaching Vocabulary. Language in Education: Theory and Practice, No. 8.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78

Note—32p.

Available from—Publications Department, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Etymology, French, German, Greek, *Language Instruction, Latin, Memory, *Mnemonics, Russian, *Second Language Learning, Semantics, Spanish, Suffixes, Teaching Guides, *Teaching Methods, *Vocabulary, Word Lists, *Word Study Skills

Identifiers—Information Analysis Products, Prefixes

Three approaches to vocabulary presentation in the second language classroom are described. The examples used are drawn largely from German, Russian, French, Latin, and Greek, but they can be extended to all commonly taught languages, although certain approaches are particularly suited to specific languages. In addition, the goals of a particular course must be taken into consideration when deciding on a particular approach. The "root" approach takes advantage of the natural system found in Indo-European languages which consists of roots, prefixes, and suffixes. The "etymological/mnemonic" approach connects a new item with one already existing in memory on the basis of logical connection, similarity, contrast, or simultaneous occurence. Direct borrowings and loan translations have been found to be very effective within this approach. Finally, the "topical voabulary checklist" approach is an attempt to provide order in vocabulary by grouping semantically related words. Appendices contain a sample of prefix-root matrices and a sample vocabulary checklist. (AM)

ED 157 407 FL 009 678

Lafayette, Robert C.

Teaching Culture: Strategies and Techniques. Language in Education: Theory and Practice, No. 11.

Center for Applied Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78

Note - 34p.

Available from—Publications Department, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Techniques, Course Content, Cross Cultural Training, Cultural Awareness, Cultural Differences, *Cultural Education, Educational Objectives, Instructional Materials, *Language Instruction, Language Skills, *Learning Activities, *Modern Language Curriculum, Secondary Education, *Second Language Learning, Simulation, Teaching Guides, *Teaching Methods, Unit Plan, Units of Study

Identifiers—Audio Motor Units, Culture Assimilators, Culture Capsules, Culture Mini Dramas, Learning Activity Packages

The cultural options available to teachers, strategies and techniques dealing with the inclusion of culture in the course, and severe pedagogical and culture-specific sources are discussed here. As a guide toward better understanding and evaluation of cultural options and strategies, twelve student-oriented cultural goals are listed. In order to give some direction toward implementation of these gaols, five basic techniques are described: the culture capsule, the audio-motor unit, the culture assimilator, the cultural minidrama and learning activity packages. In the context of a discussion of the degree to which cultural materials should be integrated with language materials, four approaches are described: designation of specific culture days; the "core plus open time" approach, based on a curriculum model proposed by Lafayette; integrating language into a culture-based course; and integrating culture into a language-based course. Suggestions for implementing the fourth approach are classified and discussed according to traditional course content and skill areas. Finally, an annotated resource list of pedagogical references and textbooks containing cultural components is provided. (AMH)

ED 157 408 FL 009 679

Hodge, Virginia D.

Personality and Second Language Learning. Language in Education: Theory and Practice, No. 12.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78

Note—40p.

Available from—Publications Department, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavior Change, Bilingualism, Body Image, Cognitive Development, *Cognitive Processes, Communication Skills, Individual Psychology, Intercommunication, Interpersonal Competence, Language Development, Learning Motivation, Learning Processes, *Learning Theories, Models, *Neurolinguistics, *Personality, Personality Theories, *Psycholinguistics, Psychological Characteristics, *Second Language Learning, Self Actualization, Self Concept

Identifiers—Information Analysis Products

This annotated reading list addresses the problem of the paucity of literature dealing specifically with the relationship between personality and language learning. There is no general theoretical model that encompasses personality theory, self-concept, ego development, learning theory, motivation, and body image as they relate to psycholinguistics and linguistics. Definitions of terms and problems in developing a theoretical model are discussed, and outlines of two preliminary models, the communicative and the intrapsychic, are presented. The body of this work, an annotated bibliography, was developed in an attempt to juxtapose works that seem likely to generate productive hypotheses and theories about the relationship between personality and second language learning. The first part of the reading list, on the communicative model, includes 72 citations in the following sections: (1) culture and social setting; (2) language as a system of communication; (3) personality theory: traits and persona; and (4) the degree of Acquisition of a second language and its relationship to personality. The second section, on the intrapsychic model, includes 56 citations in the following categories: (1) body experience; (2) language as a self-directive system and as a system of speech; (3) personality variables -- sense of identity -- language-specific sense of self; and (4) relationships among body variables, spoken language, and sense of identity. The third section, "A Synthesis: Directions for the Future," includes 11 citations concerning efforts to localize specific language functions of the brain. (NCR)

ED 157 409 FL 009 680

Bonin, Therese M.

The Role of Colloquial French in Communication and Implications for Language Instruction. CAL-ERIC/CLL Series on Languages and Linguistics, No. 56.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 78

Note—15p.

Journal Cit—Modern Language Journal; v62 n3 p90-102 Mar 1978

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Audiovisual Aids, College Students, *Communicative Competence (Languages), *French, Higher Education, *Language Instruction, Language Patterns, Language Research, Language Rhythm, Language Skills, Language Styles, *Listening Comprehension, Second Language Learning, Sociolinguistics, Speech Communication, *Standard Spoken Usage, Syntax, Tape Recordings, *Teaching Methods, Vocabulary

Identifiers—*Colloquial French, Information Analysis Products

A study was conducted to determine the extent to which listening comprehension is impaired when students are confronted with the colloquial use of French, as opposed to its formal use. It was found that amoung 128 prospective French teachers who participated in the study, there existed a low comprehension level of colloquial French, a discrepancy between comprehension of colloquial and formal French, and a general lack of awareness of the relationship between speech styles and social situations. Some strategies are suggested as a remedy to this situation: (1) increased emphasis on listening comprehension, (2) practice in listening to authentic colloquial French, (3) developing students' awareness of the role and socio-cultural parameters of the various speech styles, (4) helping students to identify and interpret significant features of colloquial French and their relationship to traditional syntax and phonology, and (5) integrating all these activities into all levels and types of French language and culture study. Several authentic speech documents that might prove helpful in implementing these strategies, such as tape recordings of native speakers, radio and films, are reviewed. Colloquial French is discussed in terms of its linguistic aspects, socio-cultural setting, and implications for second language instruction in particular, the development of communicative competence. It is suggested that attention to all these factors will give students the opportunity to become truly educated speakers and discriminating listeners. (AMH)

HE

ED 157 410 HE 009 680

Morgan, Anthony W.

Resource Allocation Reforms: Zero-Base Budgeting and Marginal Utility Analysis in Higher Education.

Pub Date 19 Mar 78

Note—47p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgeting, College Administration, College Planning, *Cost Effectiveness, Economic Factors, *Educational Finance, *Higher Education, Management, Models, *Resource Allocations

Identifiers—Georgia, *Marginal Utility Analysis, *Zero Base Budgeting

Marginal utility analysis is described in this paper, with zero-base budgeting (ZBB) discussed as an applied example. Some of the theoretical and practical issues surrounding such models are assessed, and the movement for more scientific and rational resource allocation is placed in a larger methodological and philosophical context. The focus of the paper is resource allocation rather than institutional management and planning, even though some of the terms and concepts used could apply to these broader areas. An assessment of marginal utility models as a basis of resource allocation reform is undertaken for both practical administrative and theoretical reasons. Marginal utility analysis has three com-

ponents: (1) dividing available resources into increments so that assessments and comparisons can be made about increments (or decrements) rather than total resources; (2) assessing the gains or benefits of each increment; and (3) comparing the relative benefits within and across functions. These are discussed, along with overall cost-benefit analysis, economic models, and zero-base budgeting and its alternatives. Sample zero-base budgeting formats used in the state of Georgia are appended. (Author/LBH)

ED 157 411 HE 009 683
Zucker, Jacob D.
The Department Head: A Study of An Authoritarian Leadership Model in American Higher Education.
Florida State Univ., Tallahassee.
Pub Date 19 Mar 78
Note—21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, Illinois, March 19, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Rank (Professional), *Administrator Role, Administrator Selection, College Administration, *Department Directors (School), Educational Strategies, Higher Education, Institutional Characteristics, *Leadership, Military Schools, Models, Private Colleges, *Role Perception, Speeches, *Surveys
Identifiers—Air Force Academy, *Department Chairpersons
Results of a survey aimed at determining the role and function of department heads at eight U.S. colleges and universities are presented. Two colleges were selected for each of four categories of institutions: service academies, military colleges, former military colleges and nonmilitary colleges. Data are provided on: departmental emphasis, academic rank and length of service of department heads, tasks of department heads, method of selection, permanance of position, identification with the next highest level of the university hierarchy, and authority. The authoritarian leadership model presented by department heads at the U.S. Air Force Academy is discussed. (SPG)

ED 157 412 HE 009 712
Bibliography on New Forms of Post-Secondary Education.
Inter-American Development Bank, Washington, D.C.
Pub Date 77
Note—291p.; Some parts of the document may be marginally legible
Available from—Economic and Social Development Department, General Studies Division, Inter-American Development Bank, Washington, D.C.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Access to Education, Adult Education, *Annotated Bibliographies, Conference Reports, *Educational Alternatives, *Educational Innovation, Experiential Learning, External Degree Programs, Females, Higher Education, *Instructional Technology, International Education, Open Education, *Post Secondary Education, Teaching Methods
Identifiers—Contract Learning, Latin America
This bibliography was compiled for the Latin American Meeting on New Forms of Post-Secondary Education and the Seminar on Open Learning Systems held in Caracas, Venezuela, from September 25 to October 2, 1976. The book contains a total selection of 658 bibliographical entries on educational innovations. Part I consists of an annotated bibliography presented in English and arranged alphabetically by author. Part II consists of the topics contained in Part I and are cross-referenced, for which purpose a table of contents by subject in alphabetical order is given at the beginning. Papers that deal with one or more subjects are listed under each subject in alphabetical order under the title and number given in Part I. The bibliography is supplemented by an addendum on experiences in Latin American countries, and also includes papers presented at the Latin American Meeting. The innovations contained in the bibliography range from the advances made in methods of instruction and learning up to the latest advances in communications technology applied to education at all levels. (Author/SPG)

ED 157 413 HE 009 763
Houwing, J. F., Ed. Kristjanson, A. M., Ed.
Inventory of Research into Higher Education in Canada, 1978.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
Pub Date 78
Note—73p.; This document is in both English and French
Available from—Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada, K1P 5N1 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrative Personnel, Adult Education, Bibliographies, College Students, Curriculum Development, *Directories, Educational Administration, Educational Finance, *Educational Research, Extension Education, *Foreign Countries, *Higher Education, National Surveys, *Post Secondary Education As a Field of Study, *Research Projects, Teaching
Identifiers—*Canada
Information for this inventory of research into higher education in Canada was obtained from a survey of 1800 persons in universities, community colleges, associations, and government departments. A total of 308 projects are reported and are classified under six headings: general; administration, finance and manpower; curriculum and teaching; academic and non-academic staff; students; and extension and continuing education. Information is presented as follows: (a) title; (b) brief description; (c) estimated date of completion; (d) researcher's name and address; (e) source of further details if other than the researcher mentioned; and (f) publication arising from the project (title, where published or available, etc.). (SPG)

ED 157 414 HE 009 862
Whitlock, Baird W.
Don't Hold Them Back. A Critique and Guide to New High School-College Articulation Models.
College Entrance Examination Board, New York, N.Y.
Pub Date 78
Note—179p.
Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 ($8.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Advanced Placement Programs, *Advanced Students, Age, *Articulation (Program), Bachelors Degrees, *College Admission, *College High School Cooperation, College Preparation, Curriculum Development, *Early Admission, Educational Change, Higher Education, *High School Students, Innovation
Identifiers—International Baccalaureate, *Simons Rock College MA
The issue of early admissions or high school-college articulation is examined. Following a historical analysis of early college, reasons for and drawbacks to such a change are discussed. The experience at Simon's Rock Early College between 1972 and 1976, when they instituted a four-year program beginning after tenth grade and ending with a B.A. degree, is described. The remainder of the book examines different methods of breaking the traditional articulation of high school and college including the Advanced Placement Program and the International Baccalaureate, high school-college programs, early admission, the middle college, and the early college. (SPG)

ED 157 415 HE 009 986
Hoffmann, Leonore, Ed. DeSole, Gloria, Ed.
Careers and Couples: An Academic Question.
Modern Language Association of America, New York, N. Y. Commission on the Status of Women.
Pub Date 76
Note—64p.; Small print of the document may prove marginally legible
Available from—Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011, ISBN 0-87352-328-8, ($3.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Career Opportunities, College Environment, *College Faculty, Females, Higher Education, Homosexuality, *Marriage, Partnership Teachers, *Part Time Teachers, Role Perception, *Sex Discrimination, Sex Stereotypes, *Teacher Employment, Working Women
Identifiers—*Spouses
The 20 articles in this collection concern issues faced by couples in academe. One group of articles considers part-time careers, independent scholarly work, or intermittent employment, which may be viable alternatives for women with families or those who feel less need for a full-time job. The need for institutional policies to support part-time careers is discussed. Experiences with the dual career and difficulties of being an academic couple are discussed in several articles. A great role change, or the man following a woman to a new position, is described as are the antecedent conditions in a university which would not recognize the qualifications of the professional wife. In another article, a divorced professional woman and mother describes a career-couple conflict. In several articles, married academics describe the positive and negative aspects of sharing an appointment, a variation on part-time in which two people share one full-time appointment. Other articles describe responses to two different stereotypes: the faculty wife and the homosexual couple. Articles in the appendices address the problems of the professionally unemployed and provide information from the Modern Language Association Commission on the Status of Women: Affirmative Action for Women in 1971. Additional reading and resource persons are also listed. (SW)

ED 157 416 HE 009 988
Funding of Clinical Legal Education. Proceedings (Vanderbilt University, March 3-4, 1978).
Association of American Law Schools, Washington, D.C.
Pub Date Mar 78
Note—103p.
Available from—Association of American Law Schools, One Dupont Circle, N.W., Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Conference Reports, Educational Finance, *Experiential Learning, Federal Government, Field Experience Programs, *Financial Support, Government Role, Higher Education, *Legal Aid, *Legal Education, Private Financial Support, Professional Education, Program Costs, Public Support
Identifiers—Education Amendments 1972 Title IX
The proceedings of the Confernce on Funding of Clinical Legal Education is presented, along with a commentary and report of floor discussion. An overview of clinical legal education is provided by Eugene F. Scholes. Two papers discuss funding of clinical legal education by foundations and other private sources (William Pincus) and by the university, state, and other public sources (Millard H. Ruud). The legal services interest in clinical legal education is examined by Robert D. Evans and S. Shepherd Tate. The remaining papers are concerned with: current cost of clinical legal education (James P. White and Peter deL. Swords), clinical legal education and the promotion of national goals (Dean H. Rivkin), converting the support for clinical education from soft to hard money (John R. Kramer), federal responsibility for clinical legal education (John D. Scarlett) and HEW guidelines for funding under Title XI (Donald N. Bigelow). (SPG)

ED 157 417 HE 009 992
Greenberg, Gilda M.
Enlarging the Career Aspirations of Women Students by Alleviating Math and Science Anxiety.
Pub Date Jan 78
Note—13p.; Paper presented at the Great Lakes Women's Studies Association "The Greening of Women's Studies: A Regional Conference on Feminist Education in All Settings" (Northeastern Illinois University, Chicago, Illinois, January 20-21, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Anxiety, Career Opportunities, *Career Planning, Changing Attitudes, Educational Planning, Females, Goal Orientation, Higher Education, *Mathematics, Peer Teaching, Program Evaluation, *Sciences, *Self Esteem, Speeches, *Womens Education, *Workshops
Identifiers—*Western Michigan University
The merits of a six-week workshop for women offered at Western Michigan University and aimed at exploring new perspectives in careers and at increasing self-confidence in mathematical skills considered appropriate for careers in science and technology are examined. Twenty students enrolled in the workshop. The content of each of the six sessions is outlined and the

evaluation method is described. Results of the evaluation showed that: eight of the 20 women reported significant changes in educational and future planning; the remaining 12 students were encouraged to re-examine plans; and the use of "peer-to-peer" teaching-tutoring proved to be very important. The appendices contain an outline of the workshop program and a workshop reaction sheet. (SPG)

ED 157 418 HE 010 019

Centre for International Cooperation and Services.
Open Univ., Walton, Bletchley, Bucks (England).
Pub Date 78
Note—19p.
Available from—Centre for International Cooperation and Services, The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Access to Education, *External Degree Programs, Foreign Countries, Higher Education, *Institutional Characteristics, Interinstitutional Cooperation, *International Programs, *Open Education, Program Descriptions
Identifiers—*Centre for International Cooperation and Services, Great Britain, *Open University

The Centre for International Cooperation and Services (CICS), part of the Open University of the United Kingdom, is described. Distance learning is defined and related to the Open University. Information is provided on the establishment, work, services, and resources of the CICS. A wallet folder at the back of the booklet contains details of the CICS Regular Studies Programme and an application form, a CICS staff list, and other current information. (SPG)

ED 157 419 HE 010 057

Gappa, Judith M. And Others
Self-Evaluation Package. Designed to Meet Requirements of the Department of Health, Education and Welfare for Compliance by Institutions of Higher Education with Title IX of the Education Amendments of 1972 and Its Implementing Regulations.
Utah State Univ., Logan. Affirmative Action/Equal Opportunity.
Pub Date Jan 76
Note—424p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Affirmative Action, Equal Education, Equal Opportunities (Jobs), *Evaluation Methods, Federal Legislation, Federal Regulation, *Government School Relationship, *Higher Education, Laws, Legal Responsibility, Recordkeeping, *Self Evaluation
Identifiers—*Compliance, *Educational Amendments 1972 Title IX, Institutional Evaluation

The Self-Evaluation Package is process-oriented. The material provides for an assessment of the current status of policies, procedures, forms, and publications, as well as documentation of the results of analyses, plans, and time-frames for corrective actions. The 16 individual packets contained in this Self-Evaluation Package can be distributed to specific officers or individuals responsible for programs or activities covered by the regulations. All packets are similar in their introductions, planning guides, and projection of corrective action section; but each contains different work sheets for analysis and documentation appropriate for that particular unit. Each packet also contains a copy of the sections of the Title IX regulations applying to that unit or program. The total Self- Evaluation Package offers institutions of higher learning a tool for completing the self-analysis and documentation required by law, and requires no initial training of staff to be implemented. Individual packets apply to: president's office and affirmative organizations; student recruitment; student health services; student housing; organizations; student recruitment; student health services; student housing; counseling and testing; placement office; graduate studies; admissions and records; business; athletics; women's athletics; health, physical education and recreation; personnel services; and deans of academic colleges. (LBH)

ED 157 420 HE 010 107

Williamsen, Marvin, Ed. Morehouse, Cynthia T., Ed.
International/Intercultural Education in the Four-Year College: A Handbook on Strategies for Change. Foreign Area Materials Center Occasional Publication No. 22.
New York State Education Dept., Albany. Council for Intercultural Studies and Programs.
Pub Date Apr 77
Note—104p.; Based on the Wingspread Workshop on Strategies for Change in International/Intercultural Education (Racine, Wisconsin, June 16-18, 1976)
Available from—Learning Resources in International Studies, 60 East 42nd Street, New York, New York 10017 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Change Strategies, College Faculty, College Role, Community Colleges, *Educational Change, *Faculty Development, *Higher Education, Institutional Environment, *Instructional Improvement, *Intercultural Programs, International Education, Liberal Arts, Small Colleges, State Colleges, State Universities
Identifiers—Davidson College NC, Eckerd College FL, Great Lakes Colleges Association, *Institutional Development, Michigan State University, Ramapo College of New Jersey, State University of New York, Yugoslavia

The results of a June 1973 seminar and subsequent workshops on the diffusion of educational change are reported. Papers are presented in three sections. The first section, Institutional Development, introduced by Theophilis E. McKinney, Jr. and Bonnie B. Larson, contains three papers: "Integrating the Intercultural Dimensions in a New Liberal Arts College: The International Education Program at Eckerd," by Clark H. Bouwman; "Intercultural Studies at a Small State University: Ramapo College of New Jersey," by Walter T. Brown; and "Intercultural Programs at a Large State University: Michigan State," by William T. Ross. An introduction by Ann I. Schneider and Sam H. Lane to the Faculty Development section is followed by: "An International Studies Program in a Liberal Arts College: The South Asian Study Program at Davidson," by Frederick H. Gaige; "A Consortium at Work in the World: The Great Lakes Colleges Association in Yugoslavia," by Irwin Abrams; "Community Colleges and International Teacher Education at New Paltz: Regional Cooperation Within the State University of New York System," by David M. McDowell; and "Summary: Successful Contributing Factors" by Ann I. Schneider. Section III, Instructional Development, contains an introduction by Herbert H. Wood and includes these papers: Project Components for Attaining Intercultural Education Objectives," by B. Thomas Trout; "Identification and Capitalization of Resources for Intercultural Studies," by Abdel Aziz Fouad; "The Interdisciplinary Foundation of Intercultural Studies," by Paul Conner; and "Incorporating an Evaluation System: An Essential," by Sheryl Reichman. (SPG)

ED 157 421 HE 010 117

Norton, Dolores G. And Others.
The Dual Perspective: Inclusion of Ethnic Minority Content in the Social Work Curriculum.
Council on Social Work Education, New York, N.Y.
Pub Date Jun 78
Note—88p.
Available from—Council on Social Work Education, 345 East 46th Street, New York, N.Y. 610017 ($3.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—American Indians, Asian Americans, Blacks, Course Content, Cross Cultural Studies, *Curriculum Development, *Ethnic Groups, Higher Education, Methods Courses, *Minority Groups, *Perspective Taking, Practicums, *Social Work, Sociology, Spanish Americans

The need for a dual perspective on the part of social workers to work with minority clients and its use in social work education is discussed. The Human Behavior and Social Environment (HBSE) sequence of a social work curriculum is discussed from the dual perspective, and material illustrating how the dual perspective and minority content can be incorporated into an HBSE sequence course is presented. This book explores the use of the dual perspective in method courses and the practicum and presents materials for both practicum and practice in a pluralistic society. It then focuses on the dual perspective and the Social Welfare Policy and Services sequence, presenting material with substantive content and highlighting differences in perspective. Material is provided on American Indians, Asian Americans, Blacks, and Latinos. (Author/SPG)

ED 157 422 HE 010 170

Counelis, James Steve
Technological Culture and the Human Prospect: An Evaluation of a New Undergraduate Interdisciplinary Team-Taught Course.
San Francisco Univ., Calif. Dept. of Education.
Pub Date 26 Jun 78
Note—89p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Course Descriptions, *Course Evaluation, Higher Education, *Human Engineering, *Humanism, *Interdisciplinary Approach, Pilot Projects, Questionnaires, School Surveys, *Team Teaching, *Technology, Testz, Undergraduate Study
Identifiers—*University of San Francisco CA

An evaluation of an undergraduate interdisciplinary team-taught course entitled "Technological Culture and the Human Prospect" is presented. The pilot course attempts to deal with (1) the need for curricular innovation, (2) the need for faculty development, (3) the need to build flexible curricula with greater sensitivity for student motivation and student perceptions of subject matter relevance, and (4) the need to bridge the "two cultures" problem of C.P. Snow. The effects of the project (development and execution of the course) upon the Jesuit institution, faculty, and students are examined and found to be very positive. The appendix contains: descriptions and copies of the student appraisal questionnaire and the faculty appraisal questionnaire, a copy of the student's project contract sheet, and copies of three essay examinations used in the course. (SPG)

ED 157 423 HE 010 174

Johnson, Jack K.
Plan for the Center for Academic Development at Hamline University.
Hamline Univ., St. Paul, Minn.
Pub Date 78
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Organization, *Adult Education, Continuous Learning, Females, Higher Education, *Nontraditional Students, Occupational Information, *Organizational Change, Personnel Needs, Private Colleges, *Program Development, Staff Role, University Administration
Identifiers—*Hamline University, *Lifelong Learning

It is recommended that the development and implementation of all new or existing programs related to life-long learning and expansion of opportunities for non-traditional learners at Hamline University be consolidated into a single administrative unit called the Center for Academic Development. The proposed mission of the center, including philosophical and program objectives, are presented. Suggestions for the organization of the center, such as staffing, location and financial considerations, are also provided. Proposed job descriptions for the Dean of Academic Development, Coordinator of Special Programs, and Research Associate are contained in the appendix. (SPG)

ED 157 424 HE 010 207

Galambos, Eva C.
Law, Medicine, Veterinary Medicine: Issues in Supply and Demand.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 78
Note—58p.
Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($3.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Access to Education, Educational Demand, Educational Supply, Evaluation, Higher Education, *Legal Education, Manpower Needs, *Medical Education, *Professional Education, Southern Schools, *Southern States, Statistical Data, *Veterinary Medicine

Expansion in the South for providing professional education in medicine, veterinary medicine, and law was undertaken to extend access to desirable professionals to young people and to increase the supply of needed professionals in underserved areas. How these objectives have been met is analyzed from an economist's perspective by relating supply and demand of professional manpower. To evaluate supply--and-demand components from the three fields, data are presented primarily for the past decade. (SPG)

ED 157 425 HE 010 208

Folger, John K.

The South's Commitment to Higher Education: Progress and Prospects.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 78

Note—31p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Blacks, Degrees (Titles), *Educational Demand, *Enrollment Trends, Equal Education, Financial Support, *Higher Education, Income, Population Growth, *Public Opinion, *Southern Attitudes, *Southern States, Trend Analysis

Aspects of the Southern commitment to higher education in the post-World War II period are reviewed and their implications for the future are examined. Following discussions of population growth and personal income, an assessment is made of: public attitudes toward higher education, trends in enrollment and student participation, trends in degree production, financial support for higher education in the South, and equal opportunity. Trends in graduate and professional education, in research, in desegregation and the participation of blacks in higher education, and in the relation of college graduates to jobs are also examined. (Author/SPG)

ED 157 426 HE 010 242

Jacobsen, Marilyn-Lu Webb

Perceptions of Interdisciplinary Health Professions Education Within Health Sciences Centers. A Summary Report of Research.

Texas A and M Univ., College Station. Coll. of Education.

Pub Date Aug 77

Note—46p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Curriculum Development, Data Collection, *Health Occupations Education, Higher Education, Institutional Research, *Interdisciplinary Approach, Primary Health Care, Professional Education, Research Projects, *Surveys, Trend Analysis

Identifiers—Delphi Method

A summary of a study of interdisciplinary education in the health sciences, conducted to identify the conditions and experiences needed to achieve specified objectives, is presented. Ten research questions were used to guide the direction of the research and the Delphi inquiry was used as a data-gathering technique. An expert panel of 15 vice presidents of health sciences were surveyed to obtain consensus on statements related to definition, philosophy, results of, and future projections of interdisciplinary health professions education. Results of this survey are discussed, including recognition of the emergence of the primary care team and the role of faculty in preparing that team. (Author/SPG)

ED 157 427 HE 010 243

Jones, Phillip E., Ed.

Historical Perspectives on the Development of Equal Opportunity in Higher Education. Six Addresses Delivered at the University of Iowa Training Institute for EOP Administrators, 1973-74.

American Coll. Testing Program, Iowa City, Iowa.

Report No—ACT-SR-22

Pub Date 78

Note—37p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Access to Education, Achievement Tests, *Black Education, Black Students, Educational Finance, *Educational History, Educational Opportunities, *Equal Education, *Higher Education, Intelligence Tests, Low Income Groups, *Minority Groups, Speeches

A historical perspective on several issues related to the development of equal opportunity in higher education is presented in these speeches. Six authors address the following issues: (1) the black college in historical perspective (Stephen Wright); (2) the development of equal opportunity in relation to historical patterns in higher education (Elias Blake, jr.); (3) a historical account of testing as it relates to equal opportunity (William Turnbull); (4) financing postsecondary education for EOP students (Fred F. Harcleroad); (5) future considerations on the development of educational opportunity programs (Willard L. Boyd); and (6) a historical model for evaluating equal opportunity programs (Hugh W. Lane). The speakers come from the American College Testing Program, the College Entrance Examination Board, the Institute for Services to Education, the Educational Testing Service, the National Scholarship Service and Fund for Negro Students, and the University of Iowa. (Author/LBH)

ED 157 428 HE 010 247

Scott, Robert A.

The Development of Competence: Staff Needs and Training Goals in American Higher Education.

Cornell Univ., Ithaca, N.Y.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date 78

Note—12p.; Paper presented at the International Conference on Higher Education (4th, University of Lancaster, August 29-September 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Personnel, *College Administration, College Deans, Educational Demand, Educational Supply, *Higher Education, *Middle Management, Speeches, *Staff Improvement, Surveys, Training Objectives

Identifiers—*Professional Development

The demand, supply, sponsorship, and need for staff development and training activities for middle-level collegiate administrators is examined and discussed. Data were gathered by a survey research questionnaire and structured interviews with 200 administrators and faculty at 20 colleges and universities, and an extensive review of the literature. Questions addressed include the following: What staff development and training activities for collegiate middle-managers are currently available and will be sought in the future? What new areas of expertise will be required by institutions? What areas of training and development are desired by middle-level administrators? How are older staff trained for new responsibilities or retrained to keep up with their fields? Who sponsors training? (Author)

ED 157 429 HE 010 248

Kobrak, Peter

Defining Effective Community Service in a University Setting.

Pub Date Apr 78

Note—32p.; Paper presented at the 1978 Convention of the National University Extension Association (Indianapolis, Indiana, April 11, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Attitudes, College Deans, College Faculty, *Community Service Programs, Higher Education, Needs Assessment, *Outreach Programs, *School Community Relationship, *School Responsibility, *School Surveys, Speeches

Identifiers—Department Chairpersons, *Western Michigan University

Results are presented of a survey designed to elicit the views of deans, department chairpersons, directors of centers and institutes, administrators, faculty, and clientele groups at Western Michigan University on the actual and appropriate role of community service in a university setting. A wide disparity is found between the services the faculty expect and would like the university to provide. Business, government, and private nonprofit institutions differ in their needs, but all would like more contact with the university than is generally believed. To meet such needs, "community" must be viewed as a dynamic concept that varies as a function of the changing needs, interests, and compositions of constituencies external to the university campus. "Service" must include those mutually-defined, initiated, and mutually beneficial activities that contribute to the development of productive community-university interaction. Periodic redefinition of "relevant" service must be accepted as an integral part of managerial responsibility by university administrators. (Author)

ED 157 430 HE 010 250

Erdmann, James B. And Others

AAMC Longitudinal Study of Medical School Graduates of 1960, Executive Summary.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.

Pub Date Mar 78

Grant—HS-01572

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Achievement, Background, *Career Choice, Geographic Distribution, *Graduate Surveys, Higher Education, Income, Institutional Characteristics, Longitudinal Studies, *Medical Education, *Medical Students, *Physicians, Predictor Variables, Primary Health Care, Specialization, Student Attitudes, *Student Characteristics

Results are summarized of a study conducted to determine whether certain characteristics of medical school students can be used as predictors in determining: the career choice between academic medicine and clinical practice, primary versus non-primary care, the geographic distribution of physicians, the distribution of manpower into the various medical specialties, the attitudes toward government involvement in medical care, and the reported level of income of the physician. The data for the study were obtained from approximately 1,850 graduates of 28 medical schools. Initial data were collected in connection with their formal entry into medical school in 1956 and the most recent from a survey of their practice characteristics conducted in 1976. Variables were categorized as belonging to one of six classes of information: (1) general background factors; (2) personal qualities or attitudes as measured during medical school; (3) achievement measures, obtained at the same time; (4) characteristics of premedical college attended; (5) characteristics of medical school attended, and (6) personal factors at the time of graduation from medical school that might operate as constraints on future choices. (Author/SPG)

ED 157 431 HE 010 251

McBrayer, John

Information and Issues Related to Cost Analysis of Competency Based Extended Degree Programs. Technical Report No. 5.

West Central Wisconsin Consortium, La Crosse.

Pub Date Jul 77

Note—35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Calculation, *Cost Effectiveness, Decision Making, *External Degree Programs, Higher Education, Mathematical Formulas, Nontraditional Students, *Performance Based Education, *Program Costs, Program Planning, Resource Allocations

This technical report attempts to (1) provide information on issues and factors involved in analyzing extended degree costs; (2) provide brief explanation of how cost-related tools have been used in allocation of resources in similar degree programs; (3) indicate the types of information that are needed in making cost analysis of the extended degree projects; and (4) note some of the limitations of cost-related tools as they apply to on-going extended degree program development and decision-making. Cost approaches to the competency based education/extended degree at the following 11 colleges and universities are summarized: Empire State College, Florida State College, New College at University of Alabama, University of Massachusetts, Weber State College, Brigham Young University, Community College of Vermont, University of Wisconsin Independent Study, University of Georgia, University of Texas, and Oklahoma City University. (Author/SPG)

ED 157 432 HE 010 254

Dunn, Tom

University Accountability.

Pub Date 77

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Accreditation (Institutions), *Educational Accountability, Federal Legislation, *Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, State Legislation, Trend Analysis

Why accountability by institutions of higher education is necessary is discussed. Current federal, regional, and state involvement in accountability is examined. Such involvement includes federal legislation, regional accrediting agencies' requirements, and state legislation. Future trends in accountability requirements are also examined. (SPG)

ED 157 433 HE 010 255
Blank, Rolf
An Organizational Model of Higher Education Institutions and Faculty Teaching Goals.
Kirschner (E.J.) and Associates, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 76
Grant—SSH72-03432-A02
Note—37p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Administrative Organization, *College Faculty, Critical Path Method, *Educational Objectives, *Higher Education, *Institutional Characteristics, National Surveys, *Organizational Theories, Relationship
The theory of organizations as "open systems" is used to develop hypotheses on the relationship between academic institutions and faculty teaching goals. The effects of three measures of academic organization--type of control, institutional functions, and institutional affluence--on faculty support for four types of teaching goals are tested with data from a nationally representative sample of 301 academic institutions. Through the use of a path analytic model, it was found that these organizational characteristics directly affect the types of teaching goals faculty members endorse and the level of support for teaching goals in general. (Author)

ED 157 434 HE 010 256
Halpern, Sheldon And Others
Evaluation of Student Writing: A Comparative Study.
Bowling Green State Univ., Ohio.
Pub Date Jun 77
Note—11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Basic Skills, *College Faculty, *College Freshmen, Comparative Analysis, English Departments, Evaluation Criteria, Higher Education, Institutional Research, Research Projects, Student Evaluation, *Writing Skills
Identifiers—*Bowling Green State University OH
A study of the reliability of writing evaluation by teachers from various departments at Bowling Green State University is reported. One hundred papers from the Writing Proficiency Examination given by the Department of English to all students completing the freshman composition sequence were selected for evaluation. Thirty volunteer faculty members were used to make up 10 three-member groups. Nine of the 10 groups comprised faculty from three different areas (Business, Education, Humanities, Science, and Social Science); the tenth group comprised one faculty member from education and two from Social Science (Psychology and Geography). Results of the evaluation and a comparison with the assessment made by the English Department are provided. (SPG)

ED 157 435 HE 010 257
Smith, Timothy L.
Uncommon Schools: Christian Colleges and Social Idealism in Midwestern America, 1820-1950.
Johns Hopkins Univ., Baltimore, Md.
Pub Date 78
Note—72p.
Available from—Timothy L. Smith, History Department, Johns Hopkins University, Baltimore, MarVland 21218 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Christianity, *Church Related Colleges, Church Role, *Educational History, Higher Education, Historical Reviews, Private Colleges, *Social History, *United States History
Identifiers—*Illinois, *Indiana
The history of the church colleges of Illinois and Indiana is presented to illustrate the part Christian higher education played in cultural and social development of the Upper Mississippi Valley. The founding of Christian colleges in Indiana and Illinois is divided into three stages: the pioneer period (1820-1854), the sectarian era (1855-1890), and the urban phases (1890-1950). (SPG)

ED 157 436 HE 010 259
Collective Bargaining Agreement By and Between Hofstra University and the Hofstra Chapter of the American Association of University Professors, September 1, 1976 - August 31, 1979.
Hofstra Univ., Hempstead, N.Y.
Pub Date 76
Note—56p.
Available from—Hofstra University, Hempstead, N.Y.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Affirmative Action, *Arbitration, *Collective Bargaining, *College Faculty, *Contracts, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Librarians, *Negotiation Agreements, Physical Education, Released Time, Speech Therapists, Teacher Dismissal, Teacher Promotion, Teacher Salaries, Tenure, *Unions
Identifiers—American Association of University Professors, Compensation, Departmental Chairpersons, *Hofstra University NY
The collective bargaining agreement between Hofstra University and the Hofstra chapter of the American Association of University Professors (AAUP) is presented. Items covered in the agreement include: recognition of the AAUP; academic planning; appointment, reappointment, promotion, and tenure; working conditions; fringe benefits; compensation; reduction of faculty as a consequence of curricular curtailment or financial exigency; no strike, work stoppage or lockout; and grievance and arbitration procedures. Also covered are: released time; nondiscrimination; personnel files; composition and responsibilities of an Affirmative Action Committee and of a University Special Action Commission; selection, evaluation and removal of departmental chairpersons; and adjunct faculty and special faculty status. The responsibilities of New College faculty, workloads of physical education faculty, library faculty, and speech clinicians, and a time schedule are appended. (SPG)

ED 157 437 HE 010 260
Trotsky, Ivan
The Design of a Doctorate in Business Administration Based on the Expressed Needs of Business Educators and Practitioners.
Pub Date 2 Jun 78
Note—117p.; Paper presented in partial fulfillment of the requirements for the doctor of philosophy degree, California National Open University
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Business Education, *Curriculum Development, Data Collection, *Doctoral Programs, Higher Education, *Management Education, Models, *Program Development, Surveys, Tables (Data)
This dissertation, which is divided into five chapters, is concerned with presenting a curriculum model for the teaching of business management on the doctoral level. Its purpose is to design a study program leading to a Doctor of Business Administration (DBA) degree based on the expressed needs of the members of the American Assembly of Collegiate Schools of Business (AACSB). Following an introduction to the research (Chapter I), Chapter II presents a review of studies on: curriculum models for the AACSB, designing a doctoral degree program, evaluating doctoral programs at educational institutions, curriculum development, and nontraditional education. The general procedures used in collecting the research data are reported in Chapter III, which describes the study questions, identifies the sample selected, discusses the research procedures for administering the questionnaire, and gives the number of responses and nonresponses. Chapter IV provides the findings of the study and includes a description of the study data and the practical application of the findings. Presentation of the data appears in both narrative and tabular forms. (Author)

ED 157 438 HE 010 265
How to Succeed as a New Teacher: A Handbook for Teaching Assistants.
Change Magazine, New Rochelle, N.Y.
Pub Date 30 Jun 78
Note—64p.
Available from—Change Magazine Press, NBW Tower, New Rochelle, N.Y. 10801 ($3.95)
Document Not Available from EDRS.
Descriptors—Cheating, *College Faculty, Course Evaluation, Discussion (Teaching Technique), Educational Programs, Grading, Graduate Students, *Guidelines, *Higher Education, Laboratory Procedures, Lecture, *Teaching Assistants, *Teaching Guides, Test Construction, Undergraduate Study
Information on the responsibilities related to teaching undergraduate college students is provided in this handbook for teaching assistants (TA). Chapters cover: administrative details, such as ordering books, submitting time schedules, getting a classroom, and working with a professor; teaching, including guidelines for giving lectures, leading a discussion section, and teaching in a laboratory; evaluation, including test construction, cheating, course evaluation, and grading; relations with faculty and students; and TA training programs at the University of Michigan, Indiana University, Northwestern University, University of California, University of Wisconsin, University of Massachusetts, Harvard, and Stanford. (SPG)

ED 157 439 HE 010 267
Akanbi, David And Others
Instructional Development in Higher Education: A Case Study of the Learning Resources Service, Southern Illinois University at Carbondale.
Pub Date 78
Note—27p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Kansas City, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—College Faculty, Curriculum Design, *Curriculum Development, *Curriculum Study Centers, *Faculty Development, Higher Education, *Instructional Design, Models, Organizational Development, Research and Development Centers, *State Universities
Identifiers—*Bergquist (William), *Phillips (Steven)
The Learning Resources Service (LRS) at Southern Illinois State University at Carbondale is a department that has evolved from a film service to a broad-based instructional design center. It is involved in some aspects of faculty development, and the relationship between this involvement and traditional instructional design can be viewed in the framework of the Bergquist and Phillips model. The instructional development component of that model has been operationalized for use in the LRS. The logical next step may be a coordinated effort for organizational development in a variety of the university's programs, and a centralized faculty development center. (MSE)

ED 157 440 HE 010 268
Burnford, Fran Chenault, Joann
The Current State of Human Services Professional Education. Human Services Monograph Series, Number 7, May 1978.
Department of Health, Education, and Welfare, Washington, D.C. Project Share.
Pub Date May 78
Note—119p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Bibliographies, Conference Reports, Directories, Federal Legislation, Graduate Study, Higher Education, *Human Services, Literature Reviews, *National Surveys, *Professional Education, Program Administration, Program Development, Questionnaires, *Social Services
Information about the current status of graduate human services programs in institutions of higher education in the U.S. is provided. This monograph is divided into four parts. Part I presents background information that has appeared in the professional literature. Part II summarizes the deliberations of the task teams participating at a conference dealing with human services held at the University of California in February, 1977. A description of and results from a national survey of human services graduate programs at George Peabody College for Teachers, University of California at Davis, State University of New York at Brockport, George Washington University, The Collge for Human Services (New York), Cornell University, University of Maine at Portland-Gorham, and Southern Illinois University at Edwardsville. Also described are human service centers at Case Western Reserve University, University of Maine at Portland-Gorham, University of California at San Jose, University of Southern California, and Southern Illinois University at Edwardsville. The appendices contain the

questionnarie used in the national survey of human services education and a list of respondents to the questionnarie, and the roster of participants at the University of California conference. A bibliography of over 60 references is included. (SPG)

ED 157 441 HE 010 270

An Exploratory Evaluation...Of U.S. Medical Schools' Efforts to Achieve Equal Representation of Minority Students.

Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.

Report No—HRA-78-635

Pub Date Dec 77

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-022-00607-3)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Access to Education, Case Studies, Enrollment, *Equal Education, Higher Education, Institutional Characteristics, *Medical Education, *Medical Schools, *Minority Groups, Statistical Data, Student Financial Aid

Identifiers—*Association of American Medical Colleges

An exploratory study, completed in 1976, of U.S. medical schools' efforts to achieve equal representation of minority students was conducted to assess the degree to which the goals for minority participation established by a 1970 Association of American Medical Colleges' Task Force had been met and the extent to which the Task Force recommendations have been implemented. That study was condensed and updated and is presented in this monograph. Chapter I provides a summary of the study, the Task Force goals and recommendations, and findings of the study, followed by a more detailed project background given in Chapter II. Chapter III contains the analysis of medical school enrollment patterns while Chapter IV places the analysis of medical school enrollment within the context of the entire educational system. The extent to which the Task Force goals were achieved is contained in Chapter V, and Chapter VI presents the analysis of the extent to which the Task Force recommendations were implemented. Chapter VII contains an analysis of program activities directed toward increasing minority enrollment. A summary of eight case studies of individual medical schools undertaken to supplement the national statistical data is presented in Chapter VIII. (Author/SPG)

ED 157 442 HE 010 272

Mize, David W.

Algeria: A Study of the Educational System of Algeria and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

Pub Date 78

Note—155p.

Available from—American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Admission Criteria, Adult Education, *College Admission, College Placement, *Comparative Education, Core Curriculum, Educational History, Elementary Secondary Education, *Foreign Countries, *Foreign Students, Graduate Study, Guides, *Higher Education, Preschool Education, *Student Placement

Identifiers—*Algeria

Written as a guide to be used in the admission and placement of Algerian students in U.S. institutions of higher education, this study discusses the educational system of Algeria. The organization of Algerian education is summarized. Information is provided on preschool and primary education, middle school education, secondary education, non-baccalaureate secondary level education; technological institutes, tertiary education, and graduate and professional education. General considerations for admissions such as standards, English language proficiency, and required documents are examined, followed by recommendations for placement of students in primary schools, adult education programs, middle schools, secondary schools, tertiary education institutions, and graduate and professional education institutions. Selected core curricula and sample documents are provided in the appendix. (SPG)

ED 157 443 HE 010 273

Parker, Garland G.

Syrian Arab Republic: A Study of the Educational System of the Syrian Arab Republic and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

Pub Date 78

Note—139p.

Available from—American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Admission Criteria, *College Admission, College Placement, *Comparative Education, Educational History, Elementary Secondary Education, *Foreign Countries, *Foreign Students, Graduate Study, Guides, *Higher Education, Preschool Education, Student Financial Aid, *Student Placement, Teacher Education

Identifiers—*Syria

Written as a guide to be used in the admission and placement of Syrian students in U.S. institutions of higher education, this study discusses the educational system of Syria. Facts about the country, the history of modern Syria, and the history of its education are summarized. The educational system of Syria is described and information is provided on preprimary, intermediate and secondary education; university level postsecondary education and nonformal education programs including intermediate institutes and postsecondary teacher training programs. Special considerations for admissions officer, such as student financial aid and military service obligations, English language proficiency, and credentials evaluation and translation, are examined followed by placement recommendations. Sample documents appear in the appendix. (SPG)

ED 157 444 HE 010 274

A Follow-up Study of Recipients of Virginia Tuition Assistance Grants, 1977-78.

Virginia Univ., Charlottesville. Center for Higher Education.

Pub Date Dec 77

Note—107p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Access to Education, *College Choice, Followup Studies, *Grants, Higher Education, Institutional Research, *Private Colleges, Questionnaires, Research Projects, State Surveys, Student Characteristics, *Student Financial Aid, Tables (Data)

Identifiers—*Tuition Assistance Grant and Loan Program, *Virginia

The Tuition Assistance Grant and Loan Program (TAGLP) provides financial assistance to Virginia students attending independent colleges in Virginia. The study described in this report was designed to examine the group of students who receive financial assistance (in the form of grants) under the TAGLP, and to determine the impact of the Tuition Assistance Grants on the college decision-making of grant recipients. The report provides an overview of TAGLP, and describes the study methodology. The findings indicate that for approximately 41 percent of the respondents, the availability of the Tuition Assistance Grants had some relationship to their decision to enroll at the private institution they were currently attending. The appendices contain 22 statistical tables and a copy of the questionnaire distributed to grant recipients. (SPG)

ED 157 445 HE 010 275

Centra, John A.

How Universities Evaluate Faculty Performance: A Survey of Department Heads.

Graduate Record Examinations Board, Princeton, N.J.

Report No—GREB-75-5bR

Pub Date Jul 77

Note—26p.; Not available in hard copy due to marginal legibility of original

Available from—Graduate Record Examination Program, Educational Testing Service, Princeton, New Jersey 08540 ($1.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Faculty, *Department Directors (School), Departments, Effective Teaching, *Evaluation Criteria, *Faculty Evaluation, Higher Education, Institutional Characteristics, *National Surveys, Questionnaires, Research, Student Evaluation of Teacher Performance, *Teacher Evaluation

Identifiers—*Department Chairpersons

Department heads from 134 institutions (mainly universities) indicated the weight they generally give to various criteria for evaluating individual faculty members. The questionnaire they responded to included: criteria used for evaluating overall faculty performance; sources of information for evaluating teaching; and kinds of information used for judging scholarship or research performance. Although teaching, research, and service are generally acknowledged as the major functions of most universities, responses by the 453 department heads indicated that public or university service is usually given little importance in evaluating faculty members for decisions regarding tenure, salary, and promotion. The research universities emphasize research and scholarship. The so-called doctoral-granting universities and the comprehensive universities and colleges said that teaching was ranked first in importance, followed closely by research. The results of the study also suggest an increase in the use of some of the more systematic and tangible kinds of evidence for evaluating teaching performance (e.g., student ratings), though the use of such evidence falls short of what department heads think is needed. In general, the evaluation of research and scholarship depends very much on the level of the institution and the type of department. For example, peer judgments of research and the number of articles in quality journals are much more important in social science departments in the research universities than in the same departments in the comprehensive universities and colleges. (Author)

ED 157 446 HE 010 277

Carnes, Bruce M.

A Profile of Private Liberal Arts Colleges.

Bureau of Higher and Continuing Education (DHEW/OE), Washington, D.C.

Report No—DHEW-OE-77-17007

Pub Date 77

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01791-1)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—College Faculty, Curriculum Development, Educational Finance, Enrollment Trends, *Higher Education, Institutional Characteristics, *Liberal Arts, *National Surveys, *Private Colleges, Resource Allocations, Statistical Data, Student Characteristics, Tables (Data)

A profile of private liberal arts colleges as a group was constructed from a study of approximately 690 such colleges in the U.S. This study has six chapters, including an introduction that presents a cursory view of some major aspects of the condition of higher education in general. The next four chapters examine trends in institutional and enrollment growth, changes in students and the impact of these changes upon curriculum, the status of faculty and staff, and finances. The final chapter, recapitulates the major trends discussed in the preceding chapters. The text contains 26 tables and the appendix provides 17 additional tables. (Author/SPG)

ED 157 447 HE 010 278

Foreign Medical Graduates. Hearing Before the Subcommittee on Immigration, Citizenship, and International Law of the Committee on the Judiciary, House of Representatives on Public Law 94-484, Oversight on Immigration of Foreign Medical Graduates.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date Mar 77

Note—230p.; Not available in hard copy due to small print of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Federal Legislation, Federal Regulation, *Foreign Students, *Hearings, *Higher Education, Immigrants, Laws, *Medical Students

Identifiers—*Foreign Medical Graduates, *Health Professions Educational Assistance Act, Immigration and Nationality Act 1965, Public Law 94 484, Public Law 95 83

Hearings before the House Subcommittee on Immigration, Citizenship, and International Law are presented regarding the immigration of foreign medical graduates and the new restrictions placed on their entry into this country under the provision of Title IV of the Health Professions Educational Assistance Act of 1976 (Public Law 94-484). Testimony is given by representatives of the Department of State, Department of Health, Education and Welfare, and the Educational Mission for Foreign Medical Graduates. The appendices contain reprints of Public Law 94-484 with amendments enacted August 1, 1977 (P.L. 95-83) relating to foreign medical graduates, and the Immigration and Nationality Act, as amended, with pertinent sections relating to foreign medical graduates. (SPG)

ED 157 448 HE 010 280

Adams, Kay Angona

The Implementation of a System of Educational Development for Undergraduate Pharmacy Education. Final Report.

Ohio State Univ., Columbus. Coll. of Pharmacy.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date Jul 75

Note—129p.

Available from—College of Pharmacy, Ohio State University, 500 West 12th Avenue, Columbus, Ohio 43210

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Curriculum Development, *Educational Development, Educational Quality, *Faculty Development, Higher Education, Historical Reviews, Instructional Improvement, *Models, *Pharmaceutical Education, *Program Development, State Universities, Teaching Techniques, Undergraduate Study

Identifiers—Office of Educational Development, *Ohio State University

The implementation of a system of educational development in the College of Pharmacy at the Ohio State University in the form of an Office of Educational Development (OED) is described. A chronological history of OED is provided, and some of the more significant and interesting developmental events are highlighted, including curriculum development, instructional development, and support evaluation. An overview of OED activities and products is given including instructional support services, educational development projects, and student support services. The process of educational development is discussed in terms of the philosophy and techniques used by OED to help faculty modify their teaching styles, outcomes of educational development, faculty evaluation of OED, and future trends for OED. Resources required for establishing an educational development unit are suggested, and a variety of ideas for enhancing involvement in educational activities are presented. (SPG)

ED 157 449 HE 010 281

Affirmative Action for Blacks in Higher Education: A Report.

Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.

Pub Date 78

Note—106p.

Available from—Institute for the Study of Educational Policy, Howard University, Dunbarton Campus, 2935 Upton Street, N.W., Washington, D.C. 20008

Document Not Available from EDRS.

Descriptors—Access to Education, *Affirmative Action, Black Employment, *Black Students, *Black Teachers, College Faculty, Constitutional Law, Educational History, *Equal Education, Equal Opportunities (Jobs), Government Role, *Higher Education

The results of a study of the affirmative action effort in higher education systems is summarized in three parts. Part I, which consists of the first four chapters of this book, presents the results of a historical analysis of the efforts of blacks to obtain an education, examines the extent to which equal opportunity has existed in the higher education community, discusses the findings concerning the legal and constitutional foundations of the public policy of affirmative action, and examines the criticisms of affirmative action. The two chapters in Part II present the results of the analysis of the government's role in affirmative action and examine the current practice of affirmative action within selected institutions of higher education. In Part III there is a discussion of the current position of blacks in faculty employment in institutions of higher education. (Author/SPG)

ED 157 450 HE 010 282

Anderson, G. Lester, Ed.

Land-Grant Universities and their Continuing Challenge.

Pub Date 76

Note—383p.

Available from—Michigan State University Press, 1405 S. Harrison Rd., 25 Manly Miles Bldg., East Lansing, Michigan 48823 ($15.00)

Document Not Available from EDRS.

Descriptors—Behavioral Sciences, *Blacks, *Educational Change, Educational Policy, Engineering Education, Environmental Education, External Degree Programs, *Futures (of Society), Governance, *Higher Education, Home Economics Education, Human Services, Institutional Autonomy, *Land Grant Universities, Liberal Arts, Professional Education, Public Policy, Social Sciences, *State Universities, Urban Universities, Vocational Education

Identifiers—Federal City College DC

A series of essays address the question: What can and might we expect of the land-grant system and values today and in the future? The essays include: what's ahead for the land-grant colleges (Ralph K. Huitt); the land-grant university, myth and reality (David Madsen); colleges of agriculture revisited (Henry R. Fortmann, Jerome K. Pasto, Thomas B. King); home economics and the development of new forms of human service education (Theodore R. Vallance); the future of engineering education in land-grant universities (Otis E. Lancaster); liberal learning and the land-grant system (Maxwell H. Goldberg); social and behavioral sciences in the 1970's (Renee C. Friedman, Robert S. Friedman); the land-grant university and environmental affairs (Richard D. Schein); land-grant universities and the black presence (Samuel D. Proctor); Federal City College, a model for new urban universities (David C. Nichols); updating education for the professions (Larry L. Leslie); new colleges for new occupations (William Toombs); external degree programs, the new educational frontier (Kenneth P. Mortimer, Mark D. Johnson); the public interest and institutional autonomy (Stanley O. Ikenberry); and governance and control of tomorrow's university: whose values (G. Lester Anderson, Kenneth P. Mortimer). (MSE)

ED 157 451 HE 010 288

Slawski, Carl

Professional Socialization in Organizational Context: Hypotheses and Comparative Cases.

Pub Date 73

Note—32p.; Paper presented to the American Psychological Association (New York, New York, August 27, 1973); Best available copy

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Planning, College Faculty, Comparative Analysis, Graduate Students, Higher Education, *Intellectual Disciplines, *Interpersonal Relationship, Interviews, *Organizational Climate, Professional Education, *Socialization, *Social Reinforcement, Specialization, *Student Teacher Relationship

A guide for future research was developed for professional socialization processes, focusing on graduate education, aspects of career development, disciplinary and departmental ideology, and relationships between socializer and socialee (or faculty or graduate student). The analysis centers around the hypothesis that social distance between a specialist and his associates, both on and off the job, increases (1) with the hardness of his typical research design, and (2) with a decrease in the social relevance of his formal day-to-day work as a specialist. Based in part on questionnaire data from 148 respondents dealing with means and goals of education, but primarily on interpretations of focused interviews with eight faculty members and 46 graduate students in four departments of a large public university. The use of some of these key elements and interrelated hypotheses is illustrated with case material. (Author/LBH)

ED 157 452 HE 010 289

Slawski, Carl

Selecting Student Jurors for Evaluating Teachers.

Pub Date 78

Note—11p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—College Faculty, *Course Evaluation, *Data Collection, Decision Making, *Evaluation Methods, Guidelines, Higher Education, *Questionnaires, *Student Characteristics, *Student Evaluation of Teacher Performance, Teacher Evaluation

Identifiers—*Subjective Evaluation

Since data from student evaluations of teachers are too often treated as though they were based upon superficial opinion surveys, this paper suggests a policy for evaluating teachers. The policy amounts in part to a method of jury selection, the jury being the student raters of a course. Several control variables with questionnaire items are listed that should be used in order to obtain more valid interpretations of student evaluations. The more sophisticated data so gathered can then be used by administrators, policy makers, and teachers for making course evaluations for teaching improvement as well as promotional decisions. The Learning Evaluation form is appended. (Author/LBH)

ED 157 453 HE 010 290

Slawski, Carl

Means and Goals of Graduate Education: Comparative Cases.

Pub Date 78

Note—24p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Case Studies, *Educational Objectives, *Educational Philosophy, Graduate Study, Higher Education, *Interpersonal Relationship, Models, Personal Values, Socialization, *Social Reinforcement, *Student College Relationship, *Student Motivation, Student Teacher Relationship, Task Analysis, Teacher Attitudes

A theoretical model of the relationship between occupational training and style of social interaction, in terms of task vs. socio-emotional means and goals of education, was developed, operationalized, and applied to 148 faculty and graduate students in four departments of a large public university. The general suggestive hypothesis, examined through case studies, was that the disciplines with the reputedly more objective ideologies (tentatively represented in descending order by mechanical engineering, physiology, anthropology, and philosophy) will foster a graduate student-faculty relationship that is higher in task orientation, but lower in socio-emotional orientation. Two more specific subhypotheses were directly examined with pilot study questionnaire data: (1) If the members of a department consider either task or socio-emotional means of education more essential, they will find that the actual means used in their department are either task or socio-emotionally oriented, respectively. (2) If the members of a department consider either task or socio-emotional goals of education more essential, they will find that the actual goals attained in their departments are either task or socio-emotionally oriented, respectively. Although further study with a larger sample is recommended, it is suggested that the future significance of this study could be its pointing the way to educational relevance over alienation and unrest on campus. (Author/LBH)

ED 157 454 HE 010 291

Lenning, Oscar T.

The Outcome Structure: An Overview and Procedures for Applying it in Postsecondary Education Institutions.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—84p.; Parts may be marginally legible due to small type

Available from—National Center for Higher Education Management Systems, Post Office Drawer P, Boulder, Colorado 80302

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Educational Administration, *Educational Assessment, *Educational Benefits, Educational Planning, *Evaluation Methods, Guides, *Higher Education, Needs Assessment

Identifiers—*Educational Outcomes

An overview of the National Center for Higher Education Management Systems (NCHEMS) Outcomes Structure and its components is presented. The specific practical uses perceived

for the Structure in postsecondary education planning, management, evaluation, and other contexts are detailed. Guidelines are provided for using the Structure to accomplish three basic processes: (1) generating useful lists of desired or expected priority outcomes from an institution or institutional unit; (2) classifying the outcomes or outcome information in available lists, for an institution or institutional unit, and discovering where there are important "holes" or "gaps;" and (3) storing and retrieving outcomes information. Guidelines also are presented for orienting institutional and program faculty and staff to the Outcomes Structure and training them to use it. The appendices contain: the coding scheme for the Structure; definitions and outcome measure or indicator examples for the type-of-outcome subcategories; and example of outcomes classified with the Structure using outcomes statements from the NCHEMS Outcomes Inventory; possible copy for a brochure or flier introducing outcome concepts and the Outcomes Structure; important questions and criticisms of the Structure posed by particular reviewers and responses by the developers of the Structure; and some material for possible use at the campus orientation workshops. (SPG)

ED 157 455 HE 010 292

Knodle, L. L.

A Costing Model for Non Traditional Education.

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Students, *Budgeting, *Cost Effectiveness, *Delivery Systems, Educational Finance, *Higher Education, Instructional Design, *Models, *Nontraditional Students, Part Time Students, Resource Allocations

To facilitate college and university officials in financing the eduational needs of the nontraditional students, a method for collecting and determining the cost of providing units of instruction through various delivery mechanisms available to colleges and universities is presented. Twelve ways of delivering instructional units, eight types of costs incurred in the providing of instructional units, and six levels of instruction are identified. The costing model and its use are described. (SPG)

ED 157 456 HE 010 293

Hyde, William D., Jr.

Student Financial Aid Proposals and the Middle Income "Squeeze:" Tax Credits or Expansion of Basic Grants. Papers in Education Finance. Paper No. 14.

Education Commission of the States, Denver, Colo. Education Finance Center.

Pub Date Jun 78

Note—49p.; Paper presented at the Annual Meeting of the Education Commission of the States (Indianapolis, Indiana, June 15-17, 1978) ; Chart 1 may be marginally legible due to print quality

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Federal Aid, *Federal Legislation, *Financial Support, *Higher Education, *Middle Class College Students, Private Colleges, Speeches, *Student Financial Aid, Student Needs, Taxes

Identifiers—Basic Grant Program, Need Analysis, *Tax Credits

The use of either tax credits or an expansion of existing financial aid programs to aid middle income students is examined in this paper. Section I describes various types of mechanisms for providing student financial assistance and explains the current legislative proposals in relation to proposals of an earlier time. An evaluation of key legislative proposals is made in Section II. Section III and IV provide more detailed discussions of fundamental issues underlying the ongoing debate about government financial support of education. Section III evaluates the case for the existence of a "middle class squeeze." Section IV explores the case for the existence of support of private schools and institutions of higher education. Section V offers some conclusions and recommendations. (Author)

ED 157 457 HE 010 294

Gounard, Beverley Roberts

Organizing a Course in the Psychology of Aging.

Pub Date May 78

Note—10p.; Paper presented as part of a symposium on "The Role of the Psychologist in Gerontology" at the meeting of the New York State Psychological Association (New York, New York, May 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Age, Changing Attitudes, *Course Content, Course Descriptions, Course Objectives, *Gerontology, Guidelines, Higher Education, Human Development, *Instructional Design, Interdisciplinary Approach, *Older Adults, Textbooks, Undergraduate Study

Identifiers—State University of New York

Suggestions for organizing a course in the psychology of aging are offered in this paper, based on such a course at the State University of New York College at Buffalo. Focus is on the lower-level undergraduate course that has Introductory Psychology as the sole prerequisite. Goals include: (1) to familiarize students with current research and theoretical considerations; (2) to develop the critical thinking abilities of students; (3) to develop students' appreciation of aging as part of the life process and especially as an integral part of their own future lives; (4) to provide students with the information needed to make career decisions; and (4) to consider the needs and problems of the aged in a manner that is not consistent with society's negative stereotypes of the aged and to foster positive attitudes toward aging and the aged. The course must include biological, sociological, economic, political, and anthropological aspects of aging, as well as research methodology, adult IQ, learning, memory, perceptual processes, motivation, attitudes, myths of aging, personality functioning, environmental factors, and physical and biological aspects of aging. Specific resource materials and learning experiences (such as interviews, simulation exercises, or guest lectures) are recommended. (LBH)

ED 157 458 HE 010 295

Brehman, George E., Jr.

A Study of Faculty Workload in Pennsylvania State-owned Institutions of Higher Education, 1975-77.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Mar 78

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Class Size, *College Faculty, *Faculty Workload, *Higher Education, *State Colleges, *State Universities, Statistical Data, Student Teacher Ratio, Tables (Data), Teaching Load

Identifiers—*Pennsylvania

An evaluation of the faculty workload in Pennsylvania's state-owned higher education institutions is presented. Tabular and text data show: faculty workload in terms of full-time equivalent (FTE) student/faculty instruction ratio, student credit hours, student-contact hours, and credit-hour cost; relationship of average full credit-hour cost per student credit-hour to average FTE faculty member student credit-hour production; percent of total credit-hour production by programs and rank order of programs; actual state-owned colleges and university FTE instructional faculty counts compared with criterion FTE faculty counts that are based on FTE student/FTE faculty ratios falling at the medium; indicated numerical and percentage reduction in FTE faculty size under three different FTE-student, FTE-faculty ratios; and FTE-faculty/FTE student ratios by levels and overall for each state-owned institution. (SPG)

ED 157 459 HE 010 296

Hyde, William D., Jr., Ed.

Issues in Postsecondary Education Finance: Summaries of Six Issues. Report No. F78-2.

Education Commission of the States, Denver, Colo. Education Finance Center.

Pub Date Jun 78

Note—49p.

Available from—Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Access to Education, Community Colleges, Conferences, Demography, Economic Factors, *Educational Finance, *Federal Aid, *Financial Support, *Higher Education, *Public Support, Social Factors, *State Aid, *Student Financial Aid, Student Motivation, Tuition

Six papers that address issues on postsecondary education finance and were presented at a conference sponsored by the Finance Center of the Education Commission of the States are summarized. The first paper, by Frank A. Schmidtlein and Joseph J. Popovich, Jr., is an exposition of the demographic, economic and social changes affecting the climate toward, and environment of higher education and the way it is financed. Susan C. Nelson addresses the issue of the equity of public subsidies for higher education and John Augenblick looks at the equity of the ways in which community colleges are financed. The paper by William D. Hyde, Jr., is a review of the effects of direct student financial aid programs and changes in tuition level on students' decisions to take further schooling after high school. The interrelationship between federal and state efforts in financing postsecondary education is examined by John B.Lee. The final paper, by John Minter, addresses the topic of institutional financial health and describes several technical problems related to assessing the financial health of colleges and universities. (Author/SPG)

ED 157 460 HE 010 297

McKnight, Philip C. And Others

On Teaching.

Kansas Univ., Lawrence. Office of Instructional Resources.

Pub Date 75

Note—109p.

Available from—Office of Instructional Resources, University of Kansas, Lawrence, Kansas

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Annotated Bibliographies, *College Faculty, *College Instruction, Discussion (Teaching Technique), *Effective Teaching, Grading, *Guides, Higher Education, Institutional Research, Interviews, Lecture, Research Projects, Student Evaluation, Student Rights, Surveys, Teacher Evaluation, *Teaching Skills

Identifiers—*University of Kansas

This handbook on teaching is divided into seven parts. Following the introduction (Part I), Part II presents essays on student and faculty rights and responsibilities, evaluation and assessment, grades, and teaching and efficiency. Part III is a summary of interviews on teaching and research with 20 professors from the University of Kansas recognized for their outstanding teaching. The interviews offer personal opinions of the rewards of teaching, the relationship between teaching and research, and ways the university could encourage teaching. Part IV presents a discussion of the "technical skills" of teaching including lecturing, set induction, closure, discussion skills and use of questioning in discussion groups. Part V lists and briefly describes the seventy "Improvement of Instruction" awards funded by the University of Kansas Endowment Association. Part VI is an annotated bibliography of books, journals, and articles pertaining to all phases of instruction, particularly the problems and merits of teacher evaluation. Finally, Part VII is a directory of audio/visual services available at the University of Kansas. (Author/SPG)

ED 157 461 HE 010 298

Report on Teaching: 6. Interdisciplinary Studies.

Change Magazine, New Rochelle, N.Y.

Pub Date Aug 78

Note—75p.

Available from—Change Magazine, NBW Tower, New Rochelle, N.Y. 10801

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—American Studies, *College Instruction, *Educational Innovation, Engineering, Environmental Education, Futures (of Society), *Higher Education, Humanism, Humanities, *Interdisciplinary Approach, Professional Education, Program Evaluation, Skill Development, *Teaching Techniques, *Undergraduate Study

Identifiers—*National Teaching Project, Temple University PA, University of Wisconsin Green Bay, West Virginia University, Xavier University OH

This, the sixth and last Report on Teaching of "Change Magazine's" National Teaching Project, reviews the state of interdisciplinary studies in U.S. undergraduate study. Articles and authors included are: "An Integration of Knowledge and Experience" (Earl J. McGrath); "Interdisciplinary Studies: A MAtter of Definition" (L. Richard Meeth); "A Guided Tour of the Academic Mind" (Evan Jenkins); "Exploring the Shape of American Culture" (Stan Luxenberg); "The Greening of an Engineer: Humanism and the Eric Canal" (Liva Baker); "Exploring the Shape of American Culture" (Stan Luxenberg); "From Concrete to Abstract Reasoning: SOAR Plots the Course" (C.

Eric Lincoln); "A Thematic Approach to Concerns of the Future" (Nathaniel Sheppard, Jr.); "Fine Tuning the Student Consciousness" (George W. Morgan); "Redistributing the Responsibility for Learning" (Peninan Glazier); "Tracking Civilization of Gentrain: Snapshots of Global History" (Phillip C. Nash); "A Humanistic Perspective on the Professions" (Ronald A. Carson); "Law and Justice Studies: Built on a Firm Foundation" (Robert Swartz); "A Program for Integrative Education: Satisfying the Search for Unity" (Gerald R. Bakker); and "Rachel Carson College: A Breath of Fresh Air for Environmentalists" (Peter Gold). An evaluation of "Change's" National Teaching Project is also included. (LBH)

ED 157 462 HE 010 299

Allied Health Education Programs in Junior and Senior Colleges. Guidance Edition.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Report No—HRA-78-30

Pub Date 78

Note—1,211p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$2.17 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, *Directories, Educational Counseling, *Health Occupations, *Health Occupations Education, Higher Education, Junior Colleges, *National Surveys, Public Health, Special Education, Student Financial Aid, Tables (Data), *Vocational Counseling

Identifiers—*Allied Health

The results of an October 1975 survey by the American Society of Allied Health Professions in cooperation by the American Association of Community and Junior Colleges are presented in this directory, updating the 1973 guidance edition. Information is given on 5,624 active and 252 planned health occupations education programs, including programs in public health, special education, and allied health in the areas of patient care, education, public health, health research, and environmental health. The directory is designed primarily for counselors and to fulfill three major purposes: (1) to provide information about the location of programs; (2) to list guidance-oriented information useful for the student's selection of a program; and (3) to present program information in a format that focuses on the educational opportunities available within a specific occupational area. Programs are referenced either by state or by occupational area. Data are provided in three sections: an index of active and planned programs; a list of active programs, by occupational category and award level; and a list of planned programs by occupational category. Appended are: listing of professional organizations; listing of state health careers councils; specific academic awards; survey instruments; and lists of occupational titles. (LBH)

ED 157 463 HE 010 302

Huryn, Jean

Summary Report: Admissions and Student Affairs Study on Alcohol Use Among Incoming Freshman. East Carolina University, Summer 1977.

East Carolina Univ., Greenville, N.C. Office of Institutional Research.

Pub Date Apr 78

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Alcoholic Beverages, *College Freshmen, *Drinking, Higher Education, Institutional Research, Measurement Instruments, *Questionnaires, Research Projects, *School Surveys, State Universities, *Student Behavior, Student Characteristics

Identifiers—*East Carolina University

A survey of alcohol consumption was conducted in the summer of 1977 during the freshman orientation at East Carolina University. The survey population consisted of incoming freshman and the survey instrument was a multiple-choice questionnaire in two parts. The first part requested background information about the incoming students. The second part included questions on the frequency of consumption of beer, wine, and liquor; attitudes toward drinking; effects of drinking on behavior; and the perception of high school drinking patterns. There were 1,342 questionnaires completed and analyzed (58 percent of the incoming freshmen). Response frequencies were computed. Cross tabulations were performed for all meaningful descriptive variables in relation to alcohol use and were analyzed for statistical significance using the Chi square test. Students were found to be largely white, middle class, single dormitory residents. Among the alcohol-use findings were: beer was the most popular beverage; about half or the drinkers did so to be sociable; most students felt that drinking never affected behavior in relationship to class attendance, studying, jobs, accidents, or friendships; and there was no significant relationship between age and alcohol consumption, although the age range was very narrow. A copy of the survey instrument is included in the appendix. The response rate for each question is shown, as well as the frequency and percentage rates for each answer. (Author/LBH)

ED 157 464 HE 010 304

Hunter, Elizabeth

Improving College Teaching by Encouraging Wider Student Participation.

Pub Date 26 Jul 78

Note—8p.; Paper presented at the International Conference on Improving University Teaching (4th, Aachen, West Germany, July 26, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Classroom Techniques, *Discussion (Teaching Technique), Educational Games, Higher Education, *Instructional Improvement, Simulation, Speech, *Student Evaluation of Teacher Performance, *Student Participation, Student Teacher Relationship, *Teaching Techniques, Tests

Suggestions for teaching without lecturing, and with wide student participation are presented. Having students work in varying groups is proposed to help students feel comfortable about participating. A weekly oral evaluation by the students of the instruction and course content is viewed as a valuable tool both for the instructor and for enabling students to assert themselves. Other recommendations include: giving quizzes in pairs and trios; having students prepare questions for discussion based on assigned reading; allowing enough time for students to respond to discussion questions; and using games, simulations, and activities that call for the participation of everyone in a variety of ways. (SPG)

ED 157 465 HE 010 306

Mauksch, Hans O. And Others

Going Through Medical School and Considering the Choice of Family Medicine: Prescription or Antidote?

Pub Date Feb 78

Note—35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Choice, Comparative Analysis, Decision Making, Higher Education, *Medical Education, Medical Schools, *Medical Students, Physicians, *Primary Health Care, *Specialization, Student Characteristics, Student College Relationship, Student Experience, *Student Opinion, Student Recruitment

Identifiers—*Family Medicine

A study of the choice of specialty by medical students suggests that Family Medicine depends on students whose choice predates medical school; the number of those interested diminishes significantly over the four years. Interviews suggest several characteristics of the medical school that mitigate against the choice of family medicine and steer the student toward specialty choices, particularly those linked with technological and topographical domains. The medical school, for several reasons, serves as an urbanizing force, representing conditions of density, heterogenity, division of labor, specialization, interdependence, and identifiable and defensible areas of control. While Family Medicine is perceived to be integrative and syncretic, the rewards offered to medical students emphasize the importance and rewards associated with subspecialization. The medical school is an environment in which students are steered away from Family Medicine by virtue of the practices and professional flavor associated with the educational experience of the student. Family Medicine, therefore, must be concerned not only with its image, but also with its conditions of practice. It must make hard decisions about its future and its ability to recruit. (Author/LBH)

ED 157 466 HE 010 308

Cahn, Steven M., Ed.

Scholars Who Teach: The Art of College Teaching.

Pub Date Sep 78

Note—257p.

Available from—Nelson-Hall Publishers, 325 W. Jackson Blvd., Chicago, Illinois 60606 ($7.95)

Document Not Available from EDRS.

Descriptors—*College Faculty, *College Instruction, English Instruction, History Instruction, Intellectual Disciplines, Language Instruction, Mathematics Instruction, Music Education, Science Instruction, Social Sciences, *Student Interests, *Student Motivation, Student Participation, *Teaching Techniques

In essays on a variety of disciplines, seven college teachers discuss the art of inspiring enthusiasm in college students. The topics are: history (Russell H. Bostert); English (Edward B. Partridge); mathematics (Robert H. Gurland); science (Arnold B. Arons); social science (Rita W. Cooley); foreign language and literature (John G. Weiger); and music (L. Michael Griffel). An appendix is included on the uses and abuses of grades and examinations. (MSE)

ED 157 467 HE 010 309

Williams, Mary Carter

Profile of Enrollments in the Historically Black Colleges. Fall 1977. Volume 6, No. 1.

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Pub Date 77

Note—47p.; Small print of document may be marginally legible

Available from—Research Profile, Management Information Systems Directorate, Institute for Services to Education, Inc., 2001 S Street, N.W., Washington, D.C. 20009 ($3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Black Colleges, College Freshmen, Comparative Analysis, Demography, *Enrollment, *Enrollment Influences, Enrollment Trends, Higher Education, Institutional Characteristics, *National Surveys, Racial Integration, Statistical Data, Student Financial Aid

Enrollment in 105 historically black colleges for Fall 1976 and Fall 1977 is examined within the framework of national enrollments and enrollment trends in these institutions for the past decade. Attention is given to the implications of ten-year trends in total headcounts and first-time freshmen enrollments for the future survival of these institutions. An examination is also made of a number of factors which tend to influence enrollment patterns in the black college sector such as institutional size, demographic trends, student financial aid, and desegregation guidelines. Raw data and a list of participating institutions are contained in the appendices. (SPG)

ED 157 468 HE 010 310

Sternlicht, Manny

Higher Education: The Clinical Psychologist's Contribution.

Pub Date 78

Note—86p.

Available from—Manny Sternlicht, 263 Martin Avenue, Staten Island, New York 10314

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Clinical Psychology, *College Instruction, College Students, Educational Objectives, Educational Philosophy, *Educational Psychology, Effective Teaching, Essays, Higher Education, Instructional Improvement, Learning Processes, *Personal Growth, Relevance (Education), Self Concept, Student Motivation, *Teaching Methods

An effective and scientifically-based teaching methodology for use in higher education is proposed. Clinical theory and clinical practice are applied directly into the sphere of higher educational theory and methodology. Findings from the field of clinical psychology have been translated into appropriate and specific methodologies in the field of higher education. This is based partly on the rationale that education, especially higher education, in order to be effective, must result in self-revelation, understanding, and personality growth. These same gaols, self-revelations, understandings, and positive personality growth also constitute the mandate of the clinical psychologist working in a clinical or therapeutic setting. (Author/LBH)

ED 157 469 HE 010 311

Seldin, Peter

Faculty Growth Contracts.

London Univ. (England). Inst. of Education.
Pub Date [77]
Note—17p.
Available from—University Teaching Methods Unit, University of London Institute of Education, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Case Studies, *College Faculty, *Faculty Development, *Faculty Evaluation, Foreign Countries, Higher Education, *Self Actualization, Teacher Administrator Relationship, *Teacher Improvement
Identifiers—Gordon College (England), Great Britain, *Growth Contracts

Growth contracts, described as faculty plans for personal and professional growth proposed by each member of the faculty, are examined. The rationale for growth contracts is explained and a list of some institutions using growth contracts or variations of the concept is provided. Growth contract advantages, the role of the evaluation committee or chairperson, and the use of growth contracts and the reward system are presented. A case study involving Gordon College (Wenham, Massachusetts) is discussed. The faculty contract of one teacher, Richard Solar, is contained in the appendix. (SPG)

ED 157 470 HE 010 313
Piper, David Warren
The Longer Reach.
London Univ. (England). Inst. of Education.
Pub Date Apr 74
Note—25p.; Paper presented at a conference on university staff development (April, 1974); Best copy available
Available from—University Teaching Methods Unit, University of London, Institute of Education, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Personnel, *College Faculty, Educational Finance, *Faculty Development, Foreign Countries, Higher Education, *Inservice Programs, Professional Training, Speeches, *Staff Improvement, Teacher Administrator Relationship, University Administration
Identifiers—Great Britain

Some of the activities involved in university staff development are discussed in this speech. Trends toward larger institutions, greater accountability of students, and greater cost effectiveness are cited as influences on institutional changes. Those changes include new legal issues, new management skills, new courses and new approaches to teaching, and changes in the student body. All of these issues must be considered in staff development programs. The Staff Development in Universities program, a project of the University of London Institute of Education, is described. Comments are provided on the purposes, methods, organization, and financing of staff training and development. (SPG)

ED 157 471 HE 010 314
Jaques, David
The Academic Game. A Simulation of Policy-Making in a University For 8 to 20 Players.
London Univ. (England). Inst. of Education.
Pub Date [74]
Note—20p.
Available from—University Teaching Methods Unit, University of London, Institute of Education, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Organization, *Decision Making, Foreign Countries, *Game Theory, Higher Education, *Management Games, *Policy Formation, *Simulation, Teacher Promotion
Identifiers—Great Britain

The Academic Game, considered a valuable exercise for academics and administrators in investigating some of the problems of decision-making and possible ways of facilitating organizational decisions, is described. The major objective of the game is to achieve on agreed promotion policy. The roles and organization structure are designed to ensure that the achievement of the major objectives is obstructed by structural impediments and conflicting interests. Observers can be assigned to study the players' behavior in the simulation as it develops, and their views are considered important in the debriefing discussion that follows the completion of the simulations. (Author/SPG)

ED 157 472 HE 010 315
Cox, Roy Kontiainen, Seppo
Comparison of Attitudes of Trained Trainers, Untrained Trainers, and Trainees to Teaching in General Practice.
London Univ. (England). Inst. of Education.
Pub Date [73]
Note—17p.
Available from—University Teaching Methods Unit, University of London, Institute of Education, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Comparative Analysis, Discriminant Analysis, *Effective Teaching, Foreign Countries, Higher Education, *Medical Education, Professional Continuing Education, Student Attitudes, Student Teacher Relationship, *Teacher Attitudes
Identifiers—*Family Medicine, Great Britain

Vocational training in general practice has been the focus of increasing attention in medical education in recent years. This paper makes a comparison between the attitudes of trained trainers, untrained trainers, and trainees in order to see what effects courses in general practice teaching might have on attitudes. Objectives in the frames of reference, general attitudes, or orientations that might enable trainers and trainees to work together with greater understanding are also explored. (Author/SPG)

ED 157 473 HE 010 316
Handy, C.
Management by Consent. Occasional Paper 1.
London Univ. (England). Inst. of Education.
Pub Date May 73
Note—12p.
Available from—University Teaching Methods Unit, University of London, Institute of Education, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Foreign Countries, Futures (of Society), Higher Education, Interprofessional Relationship, *Management, *Organizational Climate, *Organizational Theories, *Staff Role, *University Administration
Identifiers—Great Britain

The concept of management by consent is examined in an assessment of management techniques within academe. Issues that are analyzed include what is involved in an organization of consent and factors heralding the organizations of consent, such as (1) the view of management as a semi-profession, and (2) the spread of "matrism," which is optimistic about the future, decries the past, wants discussion rather than orders, places reliance on expertise rather than experience, etc. Principles adopted in managing by consent include: recognize the right to disagree, control by planning not by checking, manage by reciprocal trust, manage by platoons, be yourself, and conserve your energy. Implications for society seem ominous, since several undersireable consequences are likely, including managerial burnout, professional obsolescence, and the development of the "globule" society, made up of small groups that constantly change their shape and that are divided into interest groups. (LBH)

ED 157 474 HE 010 318
Fielden, J.
PMU - One Year After. Occasional Paper 2.
London Univ. (England). Inst. of Education.
Pub Date 23 Jan 74
Note—10p.
Available from—University Teaching Methods Unit, University of London, Institute of Education, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Business Administration, *College Planning, Cost Effectiveness, *Decision Making, Foreign Countries, Higher Education, Industry, *Management, *University Administration
Identifiers—Great Britain

The rationale and objectives of a 1973 report, entitled "Planning and Management in Universities" (PMU), is described, followed by a discussion of the problems of introducing business concepts into universities. Problems facing organizations that introduce management innovations are examined: life cycle of an innovation; visible cost and intangible benefits; increasing complexity; and the managerial "tool-kit" (planning, allocating, collecting and keeping records, and evaluating). (Author/SPG)

ED 157 475 HE 010 319
Beard, Ruth M.
Course Design, Teaching Methods and Departmental Decisions. Occasional Paper 4.
London Univ. (England). Inst. of Education.
Pub Date 2 May 74
Note—20p.
Available from—University of London Institute of Education, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, *Administrative Organization, Communication (Thought Transfer), *Course Content, Course Objectives, *Departments, Foreign Countries, Higher Education, Resources, *Student Teacher Ratio, *Teaching Methods
Identifiers—Great Britain

The relationship between decisions to change course content and resulting changes in teaching methods, students' performance assessment, departmental size and organization, and staff-student ratios is examined. Detailed discussions are provided on: Communication of course aims to staff and students, design of courses in which teaching methods and assessment assist realization of aims, and some reorganization of staff activities and use of resources such as teaching space. Recommendations are provided for organizing postgraduate supervision and studies. (Author/SPG)

ED 157 476 HE 010 321
Piper, David Warren Terry, Paul
The University of Barchester. The Case of Ruth Kerwin. A Role Playing Exercise of a Departmental Staff Meeting Discussing a Problem Student. Organiser's Copy. UTMU: University Teaching Methods Unit.
London Univ. (England). Inst. of Education.
Pub Date 71
Note—24p.; This exercise is supported by a video-tape recording; the case was created by Dr. Nicolas Malleson, University of London, Student Health Service ; Document may be marginally legible due to quality of the print
Available from—University of London Institute of Education, UTMU, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Case Studies, Foreign Countries, Higher Education, Interaction Process Analysis, *Interpersonal Relationship, *Leaders Guides, Perspective Taking, *Role Playing, *Staff Meetings, *Student Ability, *Student Problems, Video Tape Recordings
Identifiers—Great Britain, University of Barchester (England)

A role playing exercise is presented that can be run either with or without video-tape depicting a problem student in a play-acted version. Suggestions are offered for organizing the exercise, which is a meeting of professors, a residence hall worker, the assistant registrar, a tutor, and possibly a college counselor. General instructions for role players are included. For each role player specific information is provided about himself and about what he knows about the underachieving student and other staff members. (JMD)

ED 157 477 HE 010 322
Bailey, Robert L. Hafner, Anne L.
Minority Admissions.
Pub Date 78
Note—213p.
Available from—Lexington Books, D.C. Heath and Company, Lexington, Massachusetts ($18.00)
Document Not Available from EDRS.
Descriptors—*Access to Education, Administrative Policy, *Admission Criteria, Affirmative Action, *College Admission, College Planning, Competitive Selection, Constitutional Law, Higher Education, Historical Reviews, Legal Responsibility, *Minority Groups, Racial Discrimination, Social Problems, Student Recruitment, Supreme Court Litigation
Identifiers—*Bakke v Regents of University of California, Long Range Planning, *Selective Admissions

The changing role of admission policies and practices as higher education institutions deal with the problems of miniority acess and admissibility is examined in this book. Sections dealing

with admission requirements, academic prediction, and major problems in admission practices provide background information on the workings of student selection. A history of minority preference in admission is presented, and testing and the race relevance are examined as an important factor in the admissibility of minorities. Policy issues are discussed in the case for/against minority preferences, constitutional and legislative strategies, and long-range issues, including the role of an admissions policy in meeting societal needs. Suggestions are offered for designing an action implementation plan to make possible minority access and admission in accordance with the Bakke decision. It is concluded that higher education institutions should pursue actively early outreach programs that parallel or supplement normal admission procedures. Appended are the texts of the California Supreme Court decision on Bakke, the brief filed by the University of California to the U.S. Supreme Court, and an extensive bibliography. (LBH)

ED 157 478 HE 010 324

Brinkerhoff, David B. Walker, John R.

Postsecondary Education Enrollment Trends, Forecast, and Issues in Washington: 1970-1990.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office of Financial Management.

Pub Date May 78

Note—180p.; Some pages of the document may be marginally legible

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Community Colleges, *Enrollment Trends, *Higher Education, *Institutional Characteristics, Needs Assessment, *Policy Formation, Post Secondary Education, State Aid, *State Colleges, *State Surveys, State Universities, Statistical Data, Student Characteristics, Trend Analysis

Identifiers—*Long Range Planning, *Washington

Enrollment in postsecondary education in the state of Washington is examined. A series of tables and charts compare selected enrollment-related variables among the 50 states. These variables include: total enrollment, degree credit enrollment by level, educational attainment, source of students, tuitions and fees, faculty tenure and salaries, and state appropriations for postsecondary education. A statistical analysis is made of enrollment growth patterns in Washington's institutions of higher education since 1971. This is followed by an analysis of the effects of demographic changes and changes in the enrollment participation rate on future (1970-1990) enrollment in higher education in the state. Specific long-range policy issues that result from the present condition of postsecondary education in the state of Washington are described, as well as long-range enrollment trends. The appendices contain: a description of postsecondary institutions in Washington in terms of location, history, organizational structure, mission, roles, activities, and current enrollment characteristics; and a summary report of the workshop on long-range enrollments in postsecondary education in Washington. (SPG)

ED 157 479 HE 010 326

Health Professions Educational Assistance Act of 1976 (PL 94-484). Amended by Health Services Extension Act of 1977 (PL 95-83, Title III) and Health Professions Education Amendments of 1977 (PL 95-215). Fact Sheet.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date 30 Jan 78

Note—30p.; For related document see ED 148 192

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Construction Programs, *Federal Aid, *Federal Legislation, Foreign Nationals, *Health Occupations Education, Higher Education, *Laws, *Public Health, Student Financial Aid

Identifiers—Allied Health, Foreign Medical Graduates, *Health Professions Educational Assistance Act 1976, Public Health Service Act

Provisions of the Health Professions Educational Assistance Act of 1976 (PL 94-484), which amends Title VII of the Public Health Service Act and other laws, are explained. Most existing authorities are extended without change through FY77. Most new authorities go into effect in FY78 for a three year period. The provisions explained cover the following: capitation, health professions special projects; construction assistance, student assistance, foreign medical graduates, allied health programs, and public health (health administration programs). (SPG)

ED 157 480 HE 010 327

Financial Aid: A Partial List of Resources for Women.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—National Student Educational Fund, Washington, D.C.

Pub Date Jun 78

Note—9p.

Available from—Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Directories, Federal Aid, *Females, *Financial Support, Grants, Higher Education, Minority Groups, Nontraditional Students, *Scholarships, State Aid, *Student Financial Aid, Student Loan Programs, *Womens Education

Identifiers—Reentry Programs

The resource paper serves as a guide to selected financial aid information for women students. While some of the resources and programs described apply to graduate and graduate students of both sexes, many are geared toward the needs of older women, returning students, minority women, and those in professional and technical programs. Presently over $11 billion is available to students through financial aid programs administered by federal and state government, schools, foundations, corporations, local businesses, trade and professional associations, and civic organizations. These sources provide scholarships, grants, and loans. Many schools and colleges also offer work-study programs that provide financial aid in the form of wages for college-based work. The publications and programs reported are categorized by undergraduate and graduate-level aid, with special classifications, such as athletic scholarships and occupational training grants, listed separately. A section on financial aid for minority women is included, followed by a discussion of state and federal student aid and a listing of selected government programs. Last, there is an additional list of selected publications describing financial aid programs. Most of the publications in this section are available in college and public libraries, and in high school and college financial aid, guidance and/or counseling offices. (Author)

ED 157 481 HE 010 328

Sexual Harassment: A Hidden Issue.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date Jun 78

Note—8p.

Available from—Project on the Status and Education of Women, Association of American Colleges, 1818 R Street NW, Washington, D.C. 20009

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Problems, College Administration, *College Students, Court Litigation, *Employment Practices, *Federal Legislation, *Females, *Grievance Procedures, Higher Education, *Sex Discrimination, University Administration

Identifiers—*Sexual Harassment

A discussion of sexual harassment on college and university campuses addresses a number of questions and issues: myths of sexual harassment; what is sexual harassment, how widespread is it, and why are women reluctant to talk about it?; sexual harassment and the law; is harassment a violation of Title VII of the Civil Rights Act (for employees) or of Title IX (for students)?; can an employer ignore complaints of harassment?; can damages be awarded to persons successfully claiming harassment?; Title IX and grievance procedures; and implications for institutions. A list of institutions that have worked on the issue and a bibliography are included. (MSE)

ED 157 482 HE 010 329

Update on Title IX and Sports.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date Jun 78

Note—8p.

Available from—Project on the Status and Education of Women, Association of American Colleges, 1818 R Street N.W., Washington, D.C. 20009

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Athletic Programs, *Athletics, Federal Legislation, Federal Regulation, *Females, Intercollegiate Programs, *Sex Discrimination, *Sex Fairness, Womens Education

Identifiers—Education Amendments 1972 Title IX

The Title IX transition period for athletics and physical education ends on July 21, 1978. Three documents are included here to assist institutions in their efforts to implement Title IX: (1) a summary of the regulation as it affects athletics; (2) a news release and an option issued by the general counsel of the Department of Health, Education, and Welfare, reaffirming the applicability of Title IX to revenue-producing intercollegiate athletics, and a summary of congressional attempts to exempt revenue-producing sports; and (3) a memorandum to the secretary of HEW from the Secretary's Advisory Committee on the Rights and Responsibilities of Women on the importance of equal athletic opportunity for women. (MSE)

ED 157 483 HE 010 330

Enrollment and Degrees Granted by Academic Program, Fall 1975 Through Fall 1977 and 1974-75 Through 1976-77. Report Number 14-78.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Pub Date Jun 78

Note—1,257p.

Available from—State University of New York, Central Staff Office of Institutional Research and Analytical Studies, Albany, New York

EDRS Price MF-$2.33 HC-$67.65 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, College Students, *Degrees (Titles), Doctoral Degrees, *Enrollment, Graduate Study, Higher Education, Intellectual Disciplines, *Multicampus Colleges, State Surveys, *State Universities, *Statistical Surveys, Undergraduate Study

Identifiers—*State University of New York

The Academic Program Information System (APIS), an inventory of all adacemic programs at the State University of New York (SUNY), is the basis for two major reports contained in this publication. The two APIS reports provide enrollments and degrees-granted data for each program at each instituion of SUNY. Enrollment data are point-in-time information. Total enrollments and full-time enrollments are given for Fall 1975, 1976 and 1977. Degrees granted data are provided for the years 1974-75, 1975-76, and 1976-77. The variety and number of academic programs made it necessary to aggregate individual programs into clusters for summarizing statistical data. Individual programs are clustered on the basis of their subject matter. Programs are also organized by clustering the approximately 60 different degree designations currently offered by SUNY into seven award levels: undergraduate certificates and diplomas, associate degrees bachelor's degrees, master's degrees, doctoral degrees, first-professional degrees, and graduate certificates. The first report (APIS-8) in this publication is organized by campus; the second report (APIS-9), by award level. Enrollment data included is not the total official credit course enrollment for each institution, but the total enrollments of students in a program. Tables are provided showing the total credit course enrollment for each institution and separately identify those students in a program and those not in a program. (LBH)

ED 157 484 HE 010 331

Providing for the Conveyance of Certain Lands to the University of Nevada. Senate Report No. 95-521.

Congress of the U.S., Washington, D.C. Senate Committee on Energy and Natural Resources.

Pub Date 20 Oct 77

Note—9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Federal Legislation, Government Role, Higher Education, *Land Acquisition, *State Universities

Identifiers—Senate Committee on Energy and Natural Resources, *University of Nevada

This report from the Senate Committee on Energy and Natural Resources recommends the passage of Senate bill S. 917, as amended by the committee, to provide for the conveyance of certain lands adjacent to the Gund Ranch, Grass Valley, Nevada to the University of Nevada. Information provided includes: a summary of the provisions and committee amendment, legislative history of the bill, committee recommendation, cost and budgetary considerations, regulatory impact of evaluation, and the report of the Department of Interior pertaining to S. 917. (SPG)

ED 157 485 HE 010 333
Holmberg, Borje
Distance Education: A Survey and Bibliography.
Pub Date 77
Note—167p.
Available from—Nichols Publishing Co., P. O. Box 96, New York, New York 10024 ($15.00)
Document Not Available from EDRS.
Descriptors—*Bibliographies, Continuous Learning, *Correspondence Study, *Educational Assessment, Educational Objectives, Educational Technology, *External Degree Programs, Higher Education, *Independent Study, Literature Reviews, *Open Education, Secondary Education, Surveys, Teaching Methods

Distance education is used in this survey to cover the various forms of study at all levels that are not under the continuous, immediate supervision of teachers present with their students in lecture rooms or on the same premises, but which benefit, nevertheless, from the planning, guidance, and tuition of a tutorial organization. Familiar examples are the Open University and correspondence study. The principal components of the system of distance education are surveyed in detail, with emphasis on those aspects that appear to be important for the present and the future, and from the viewpoint of the educator. Individual chapters cover: the rationale of distance education; the goals and objectives of study; the target groups of students; the contents and structure of study matter; organization and administration; choice of methods and media; two-way communication in distance education; course creation; and revision and evaluation. Each chapter is followed by a bibliography of books and papers relevant to the subject area and a fuller bibliography is given at the end of the book. (Author/LBH)

ED 157 486 HE 010 335
Dixon, Darlene
Opening Fall Enrollment (Undergraduate, Graduate, and First-Professional) in New Jersey Colleges and Universities. Fall 1975 to Fall 1977. Research Note 77-2.
New Jersey State Dept. of Higher Education, Trenton. Office of Research.
Pub Date Dec 77
Note—31p.; Not available in hard copy due to marginal legibility of original document
Available from—New Jersey Department of Higher Education, Office of Research, Trenton, New Jersey
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—College Students, *Educational Supply, *Enrollment, Enrollment Rate, Graduate Study, *Higher Education, Junior Colleges, Private Colleges, Professional Education, State Colleges, *State Surveys, State Universities, *Statistical Data, Tables (Data), Trend Analysis, Undergraduate Study
Identifiers—*New Jersey

Tables are presented showing enrollment data for higher education institutions in New Jersey. The first table gives a summary of fall 1977 enrollments; subsequent tables show the following: growths and declines in fall 1977 undergraduate enrollment in four-year public and independent colleges and in two-year colleges; undergraduate enrollment in two-year and four-year public and independent colleges for 1975-77; growths and declines in fall 1977 graduate and first-professional enrollment in public and independent institutions; graduate enrollment in public and independent colleges for 1975-77; and first-professional enrollment in New Jersey colleges during 1975-1977. (LBH)

ED 157 487 HE 010 336
Feingold, S. Norman Feingold, Marie
Scholarships, Fellowships, and Loans. Volume VI.
Pub Date 77
Note—514p.
Available from—Bellman Publishing Co., P. O. Box 164, Arlington, Massachusetts 02174 ($45.00)
Document Not Available from EDRS.
Descriptors—Career Choice, College Majors, College Students, *Directories, *Fellowships, Financial Support, Foundation Programs, *Grants, Higher Education, Scholarship Funds, *Scholarships, *Student Financial Aid, *Student Loan Programs, Vocational Counseling

Like the fifth volume of this series, Volume VI provides information about scholarships, loans, fellowships, grants, and awards that are not controlled by school. Material that appeared in Volume V is not duplicated here. For each aid fund listed, information is detailed in these categories: Qualifications; Funds Available; Special Fields of Interest and Information, which elaborates on the purpose of the awards, method of applying and background information that individualizes the specific awards; and Apply for Information or Application to. This format presents sufficient detail about each fund to enable candidates to quickly locate those for which they are eligible. The book has been compiled as a resource aid for students, parents, counselors, teachers, researchers, donors, and fund administrators. (LBH)

ED 157 488 HE 010 338
Evaluating Teaching in Higher Education. A Collection of Conference Papers.
London Univ. (England). Inst. of Education.
Pub Date Nov 75
Note—122p.
Available from—The Secretary, UTMU, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Case Studies (Education), *College Faculty, *College Instruction, Conference Reports, Course Evaluation, *Educational Accountability, Educational Assessment, Evaluation Methods, *Higher Education, Policy, *Teacher Improvement, Theories
Identifiers—*Great Britain

Some of the difficult problems related to introducing greater accountability for teaching were assessed and tentative policies considered at a British conference on higher education held in April 1975. R.C. Tress, Peter Kennedy, R. Rickett, Tom Driver, Marcus Merriman, and Alastair Stewart are the authors of the first set of papers entitled "National Policy on Evaluation." The second section, "The Theory and Practice of Evaluation" contains the following contributions: "The Evaluation of Teaching in Higher Education," by Roy Cox; "Evaluation of Teaching and the Institutional Context," by Carolyn Miller; "The Quality of Course Materials," by Michael Macdonald-Ross; "Is it Possible to Assess Teaching?" by Lewis Elton; "Student Evaluation of Teaching," by Colin Flood Page; "The Politics of Teacher Evaluation and Improvement: A Look at the United States," by Robert L. Woodbury; and "The Evaluation of Teaching–Some Comments," by Alex Main. The final section, "Case Studies," includes: "Student Perceptions of BSc Prelims. at Sussex" by Michael Eraut; "Report on a Study of Staff Perceptions of Promotion Procedures and the Role of the University Teacher," by Richard Startup; "Student Evaluation of Teaching at North East London Polytechnic," by Philip S. Bradbury and Paul Ramsden; and "Evaluation Studies of Six Courses in Geography, Electrical Engineering and Physics," by P.J. Black and R.J.D. Rutherford. (JMD)

ED 157 489 HE 010 339
Women in Higher Education. Papers from a Conference Held in London on 29 June 1973.
London Univ. (England). Inst. of Education.
Pub Date Jun 75
Note—88p.
Available from—The Secretary, UTMU, 55 Gordon Square, London WC1H ONT, England
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Access to Education, Affirmative Action, Conference Reports, Educational Benefits, *Equal Opportunities (Jobs), External Degree Programs, *Females, Feminism, Foreign Countries, *Higher Education, Legislation, *Sex Discrimination, Statistical Data, *Womens Education
Identifiers—*Great Britain, Open University (Great Britain)

Delivered at a conference on women in British education, this collection of papers demonstrates with statistical evidence and close argument the extent of discrimination against women in higher education. "The Place of Women in the Changing Pattern of Further Education" by Eileen Byrne looks at women as they leave school at the secondary level and pursue non-degree courses. Naomi McIntosh ("Women and the Open University") discusses the Open University, established to provide places for people with little opportunity of going to an ordinary university. Special efforts were made to recruit women students, and its success in this area serves to underline the negligence of other universities. Maureen Woodhall ("The Economic Benefits of Education for Women") studies statistics which at first seem to indicate that education is less profitable as an investment for women. A closer look presents a different picture. "Sources of 'Underachievement': Women Academics in American," by Oliver Fulton and "Women Academics in Britain," by Tessa Blackstone examine discrimination at the university level and raise questions about the causes. Margherita Rendel ("Measures to Combat Discrimination Against Women in Higher Education") reviews anti-discrimination legislation and affirmative action programs in Britain and the United States. Tables and graphs accompany many of the papers. (JMD)

ED 157 490 HE 010 340
Improving Teaching in Higher Education.
London Univ. (England). Inst. of Education.
Pub Date Aug 76
Note—155p.
Available from—The Secretary, UTMU, 55 Gordon Square, London WC1H ONU, England
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*College Instruction, Course Organization, Discussion (Teaching Technique), Educational Counseling, Educational Objectives, *Effective Teaching, Foreign Countries, *Higher Education, Independent Study, *Instructional Improvement, Learning Theories, Lecture, Models, Questionnaires, Student Evaluation, *Teacher Evaluation, *Teaching Methods, Tutoring
Identifiers—*Great Britain

Intended for inexperienced teachers in higher education to be used in conjunction with a staff training program, information is presented on: teaching and learning principles; teaching methods; tutoring, counseling and student problems; student assessment; behavioral objectives; designing a course; and evaluation of teaching. Focus is on teaching methods, especially lecturing and small group discussions, which are discussed in some detail with emphasis on strategies for and evaluation of effectiveness. More independent teaching methods are also reviewed such as simulations, games, role plays, programmed learning, reading, guided study, peer teaching, practicals, and projects. The evaluation of teacher effectiveness is addressed throughout the book and separately at the end. Criteria for assessment are listed, evaluation models are reviewed, and two main areas of evaluation are examined, one concerned with processes, the other with outcomes. Sample evaluation questionnaires and checklists are given, an appendix with recommended readings is included, and references are listed at the end of each chapter. (JMD)

ED 157 491 HE 010 353
Dresch, Stephen P.
Equity and Efficiency in Access to Advanced Education: A Reconsideration.
Institute for Demographic and Economic Studies, Inc., New Haven, Conn.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.; Law School Admission Test Council, New York, N.Y.
Pub Date 25 Oct 77
Contract—100-76-0152
Note—18p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Access to Education, Educational Benefits, *Educational Economics, Efficiency, *Equal Education, Federal Programs, *Government Role, *Government School Relationship, *Higher Education, Labor Economics, Labor Market, Public Policy, Student Financial Aid

The inefficiencies and inequities perceived to be associated with the prevailing terms of access to educational opportunity have provided the primary rationales for public policy initiatives in the area of student financial aid. It can be argued, however, that ostensible social or external benefits occurring from these aid programs constitute an exceptionally weak basis for advocating public support for or involvement in advanced education and training. Equity and efficiency in the schooling process, in labor markets, and in the provision of such public goods as research, do not require governmental intrusion, either fiscal or regulatory, into the terms of access to advanced education and training. Only in response to market failures can a persuasive case be made for governmental action. (Author/MSE)

ED 157 492 HE 010 354
Hollander, T. Edward
The Impact of Enrollment Trends on the Role of State Coordinating Boards.
Pub Date 78
Note—31p.; A few pages may be marginally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*College Planning, *Declining Enrollment, *Enrollment Projections, *Enrollment Trends, Futures (of Society), Government School Relationship, Higher Education, Public Policy, *Retrenchment, State Agencies, State Boards of Education
Identifiers—New York
The prospect of enrollment decline is widely accepted, though educators continue to refer to the possibility with the more delicate term, enrollment stability. The author argues that enrollment declines are likely to be experienced by a high proportion of institutions in a number of states. He discusses several roles that state agencies can play in disseminating enrollment projections for individual institutions, identifies one promising approach to identifying institutions headed for trouble, suggests state policies for easing institutional transition from expansion to decline, and traces some of New York State's experiences during the last several years. (Author/MSE)

ED 157 493 HE 010 355
Higher Education Equity: The Crisis of Appearance Versus Reality. First Annual Report, 1977.
National Advisory Committee on Black Higher Education and Black Colleges and Universities, Washington, D.C.
Pub Date Jun 78
Note—72p.
Available from—National Advisory Committee on Black Higher Education, Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 20202.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Access to Education, Advisory Committees, Affirmative Action, Annual Reports, *Black Colleges, *Black Education, *Black Students, Educational Planning, Educational Quality, *Equal Education, Federal Government, Futures (of Society), Government Role, Government School Relationship, Higher Education, *Minority Groups, Statistical Data
The report describes the background, functions, and activities of the National Advisory Committee on Black Higher Education and Black Colleges and Universities during 1977. It also gives a statistical overview of blacks in American higher education, and proposes a plan of action to attain goals of access (increasing participation), opportunities for success (quality improvements), institutional diversity, national program system supports, and a 25-year plan. Appendixes give a list of advisory board members, with addresses; the committee charter; a letter to the Secretary of the Department of Health, Education, and Welfare regarding the Alan Bakke case; a letter to the commissioner regarding staff and budget needs for the advisory committee, and a list of historically and predominantly black colleges. (MSE)

ED 157 494 HE 010 356
Mayo, C. Douglas Claxton, Charles S.
Conference Report: Improving College Teaching.
Memphis State Univ., Tenn.
Spons Agency—Tennessee State Board of Regents, Nashville.
Pub Date 78
Note—73p.; Proceedings of a conference (Memphis, April 1978)
Available from—Center for Instructional Service and Research, Memphis State University, Memphis, Tennessee 38152
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Anthropology, Art Education, Biology Instruction, Chemistry Instruction, *College Faculty, *College Instruction, Community Colleges, Conference Reports, Core Curriculum, Economic Education, Effective Teaching, English Instruction, Experiential Learning, *Faculty Development, Geography Instruction, *Higher Education, History Instruction, *Instructional Improvement, *Instructional Innovation, Interdisciplinary Approach, Lecture, Mathematics Instruction, Music Education, Physics Instruction, Political Science, Psychology, Sociology, State Universities, Teaching Techniques
The conference report includes an explanation of the conference plan, a description of the highlights, and descriptions of each session. Among the session topics are: faculty development; instructional improvement in the community college, with emphasis on developmental education; conditions that enhance learning; improving the lecture; evaluating and improving instructional effectiveness; individualized mathematics, art, English, and science instruction; what research does and does not say about college teaching; common core and interdisciplinary instruction; experiential learning; learning styles; innovative techniques in the sciences, English, anthropology, sociology, political science, economics, history, mathematics, geography, art, music, psychology; and a tour of a comprehensive support center. The conference agenda and list of participants are appended. (MSE)

ED 157 495 HE 010 357
Mayo, G. Douglas And Others
Faculty Evaluation of an Instructional Support Center.
Memphis State Univ., Tenn. Center for Instructional Service and Research.
Pub Date 78
Note—87p.; Some tables may not reproduce well due to small print size
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—College Faculty, Educational Television, Faculty Development, Higher Education, Institutional Research, *Instructional Materials Centers, Instructional Media, *Participant Satisfaction, *Program Improvement, Questionnaires, Research Projects, Resource Centers, *School Surveys, State Universities, *Teacher Attitudes
Identifiers—*Memphis State University TN
The Memphis State University Center for Instructional Service and Research was evaluated in a survey of faculty members. Considered were the importance of each of the 19 functions performed by the center, how well each function was carried out, and what could be done to improve performance in each of the 19 areas. The evaluation project aimed to form an information base from which systematic imporvement could be made. The 19 functions are categorized as (1) instructional development and support, (2) learning media, and (3) instructional television. At a general level, the study indicates that each of the functions is viewed by the faculty as important and as being performed in a reasonably satisfactory manner, although there is room for improvement in nearly all instances. In many cases, specific action required to improve is identified. The evaluation survey itself is appended, as well as individual comments concerning improvement of performance, and responses made by faculty who had not used the services of the center during the past year. (LBH)

IR

ED 157 496 IR 005 475
Dosa, Marta L.
A View of the International Environmental Information Problem.
Pub Date Jun 73
Note—26p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Conference Reports, *Environmental Education, *Information Dissemination, *Information Networks, Information Services, *International Programs, Library Role, Referral
Identifiers—*United Nations
This report discusses the meetings of the United Nations Environment Programme Governing Council and the World Assembly of Non-Governmental Organizations Concerned with the Global Environment in Geneva, June 5-26, 1973. The need for environmental information was constantly stressed and ways of exchanging information discussed. A demonstration of a pilot project of the International Referral Service is described and the next steps in its development are indicated. The concluding remarks are concerned with the role of environmental information and education in the United Nations Environment Programme. (Author/JAB)

ED 157 497 IR 005 756
Carroll, John M. Tague, Jean M.
Community Information Centers and the Computer.
Pub Date 75
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Community Information Services, *Comparative Analysis, Computers, Data Bases, Human Services, *On Line Systems, Performance, *Relevance (Information Retrieval)
Identifiers—Ontario
Two computer data bases have been developed by the Computer Science Department at the University of Western Ontario for "Information London," the local community information center. One system, called LONDON, permits Boolean searches of a file of 5,000 records describing human service agencies in the London area. The second system, called INDEX, consists of the same information classified into 45 subject-oriented files. Users retrieve a file by subject keyword and browse through it. Online retrieval using the two computer-based files and manual searching using the telephone directory were compared in an experiment carried out by students at the UWO School of Library and Information Science. Systems were evaluated on the basis of answers to a set of 16 questions, both with respect to the time taken to obtain a correct answer and the number of satisfactory or correct answers produced. Four analyses of variance were applied to the data obtained: effect of question order on proportion of correct answers, comparison of the three systems in terms of time to reach satisfactory answers, time to reach an answer when location of the information in the data base was known, and proportion of questions correctly answered. Results indicate that the greatest potential for the computer lies in the production of agency lists and updated manual indexes rather than in direct online retrieval. (Author/JPF)

ED 157 498 IR 005 820
Rutherford, Janette
The Role of the Elderly Adult in Recent Young Adult Fiction.
Pub Date May 78
Note—32p.; Master's Thesis, Texas Woman's University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adolescent Literature, Bibliographies, *Book Reviews, Fiction, *Interpersonal Relationship, Masters Theses, Older Adults, *Role Perception, Self Actualization
Selected recent adolescent novels which center on a young adult's relationship with an older adult are analyzed. In these novels which feature older adults and young adults as main characters, the older character has qualities that the teenager examines, then accepts or rejects. In today's nuclear family, teenagers sometimes have very little opportunity to be well acquainted with older individuals. By depicting an elderly person's values and philosophies, these realistic novels can enhance a young adult's personal development and give him a new awareness, an interest or empathy for another human being. (Author/JAB)

ED 157 499 IR 005 839
Wasserman, Paul Rizzo, John R.
UNISIST: A Course in Administration for Managers of Information Services: Design, Implementation and Topical Outline.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—SC-76/WS/110
Pub Date 77
Note—84p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Curriculum Design, *Curriculum Guides, Information Centers, Information Services, *Library Administration, *Management Education, Seminars, Teaching Methods, *Workshops
Identifiers—UNISIST
These guidelines were developed for use by personnel responsible for planning seminars and workshops to train administrators of information services and centers. Section I is a general introduction to the course manual including purpose and scope, course orientation, and topics to be covered. Section II suggests personal qualifications and characteristics of applicants to be used as criteria in the selection of course participants. Section III discusses methods of instruction, use of media, and the role of directors, faculty, and participants as instructional resources. Section IV outlines the qualifications of program directors and faculty. Facilities and services necessary for hosting the course are covered in Section V. Section VI provides an illustrative program for a two-week, ten session workshop. Ten topical outlines plus a bibliography for each session are included. (JAB)

ED 157 500 IR 005 903
Terwillegar, Jane C., Ed.
Special People, Special Needs, Special Services. The Seventh Annual Conference for Continuing Professional Development.
Georgia Univ., Athens. Bureau of Educational Studies and Field Services.
Pub Date 78
Note—75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Bibliographies, *Educational Legislation, *Handicapped Children, Handicapped Students, Homebound Children, Laws, *Library Services, *Resource Guides, *School Libraries
This resource guide will assist school media specialists and professional educators in planning the modification of services, programs and facilities in order to comply with Federal law PL 94-142, which extends public education to all handicapped children. Section I, which is comprised of selections from a handbook of special education policies and procedures, includes a checklist of characteristics of exceptional children, outlines of referral and evaluation procedures and due process, and the legal criteria of exceptional children according to Georgia law. Section II lists national and state agencies that provide services for handicapped children. Section III discusses the role of the school media center in the education of exceptional children, including services to students and professional staff, modification of equipment, and bibliography of materials needed to support the special education program. Sections IV and V contain bibliographies of instructional media and programs for exceptional children, as well as materials to encourage understanding of these children by both professional staff and fellow students. (JAB)

ED 157 501 IR 005 904
Wiseman, John A.
Library Service to Part-Time Students at Trent University. A Study.
Pub Date Feb 76
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Extension Education, Library Facilities, *Library Services, *Library Surveys, Off Campus Facilities, *Part Time Students, Questionnaires, *University Libraries, Use Studies
Identifiers—Canada
This study began as a joint venture between Trent University and Queen's University to identify any existing inadequacies in library service to part-time students, and to determine what could be done to improve access to library resources. Because of the significantly different organization of part-time studies at the two schools, two questionnaires were developed and two reports of findings were prepared. Only the Trent report is included in this document; however, the exchange of ideas between the universities was reciprocally useful. The methodology for compiling data included a five question survey of public libraries in the area, a two question survey of nearby university libraries, and a questionnaire which was mailed to part-time students. Comments from the libraries and statistics from the questionnaires are presented. The 13 recommendations proposed at the conclusion of the study call for modification of on-campus services and further development of off-campus facilities. (JAB)

ED 157 502 IR 005 912
Shirk, Gary M.
Academic Library Materials: Budgeting and Allocation (A Review of the Literature).
Minnesota Univ., Minneapolis. Univ. Libraries.
Pub Date Oct 76
Note—19p.; This document may be marginally legible due to print quality of the original
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Bibliographies, *Budgeting, Development, *Library Collections, *Library Expenditures, Library Materials, Literature Reviews, *Resource Allocations
Identifiers—*Academic Libraries
This literature review focuses on methods for determining collection development requirements of a university library. Five criteria were used in the selection of titles for review: immediate relevance to university library collections and allocations; degree of emphasis on empirical methodologies; publication dates within the last 10 to 15 years; ease of access; and indexing in "Library Literature." Consideration of each of the following topics includes a summary of relevant thought and indicates the appropriate citation in the bibliography: Allocation by Formula; Selectivity, Adequacy and Collection Evaluation; Formula Factors; and Efficiency/Equity. (Author/JAB)

ED 157 503 IR 006 006
Competency Based Curriculum: Health Education.
Huntington Beach Union High School District, Calif.
Pub Date 78
Note—27p.; For related documents, see IR 006 007-010
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Curriculum Design, *Health Education, *Performance Based Education, Secondary Education
This document, produced by a committee of teachers in health education, includes a program description with pertinent extracts from the school district philosophy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in that study area. The sequence of goals and objectives represents two levels of standards: graduation standards for all students, and desirable standards for those students wishing to further their education in technical or vocational studies. (VT)

ED 157 504 IR 006 007
Competency Based Curriculum: Industrial Education.
Huntington Beach Union High School District, Calif.
Pub Date 78
Note—19p.; For related documents, see IR 006 006, 008-010
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Curriculum Design, *Industrial Education, *Performance Based Education, Secondary Education
This document, produced by a committee of teachers in industrial education, includes a program description with pertinent extracts from the school district philosophy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in that study area. The sequence of goals and objectives represents three levels of standards: graduation standards for all students, desirable standards for those students wishing to further their education in technical or vocational studies, and advanced standards for those students planning to attend a four-year college or university. (VT)

ED 157 505 IR 006 008
Competency Based Curriculum: Language Arts.
Huntington Beach Union High School District, Calif.
Pub Date 78
Note—48p.; For related documents, see IR 006 006-007, 009-010
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Curriculum Design, *Language Arts, *Performance Based Education, Secondary Education
This document, produced by a committee of teachers in language arts, includes a program description with pertinent extracts from the school district philosophy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in the areas of writing, literature, speaking, and listening. The sequence of goals and objectives represents three levels of standards: graduation standards for all students, desirable standards for those students wishing to further their education in technical or vocational studies, and advanced standards for those students planning to attend a four-year college or university. (VT)

ED 157 506 IR 006 009
Competency Based Curriculum: Mathematics.
Huntington Beach Union High School District, Calif.
Pub Date 78
Note—40p.; For related documents, see IR 006 006-008, 010
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Curriculum Design, *Performance Based Education, Secondary Education, *Secondary School Mathematics
This document, produced by a committee of teachers in mathematics, includes a program description with pertinent extracts from the school district philosopy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in this study area. The sequence of goals and objectives represents three levels of standards: graduation standards for all students, desirable standards for those students wishing to further their education in technical or vocational studies, and advanced standards for those students planning to attend a four-year college or university. (VT)

ED 157 507 IR 006 010
Competency Based Curriculum: Reading.
Huntington Beach Union High School District, Calif.
Pub Date 78
Note—30p.; For related documents, see IR 006-009
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Curriculum Design, *Performance Based Education, Reading Diagnosis, *Reading Instruction, Reading Materials, Secondary Education
This document, produced by a committee of teachers in reading instruction, includes a program description with pertinent extracts from the school district philosophy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in these areas: word attack, vocabulary, comprehension, reading study skills, reading rate, and affective learning. The final sections suggest means of assessment, learning activities, and reading materials. (VT)

ED 157 508 IR 006 011
Parsons, Ralph
A Comparison of Interactive and Non-Interactive Audio-Visual Programs. Applied Educational Research and Evaluation Module.
Pub Date Feb 78
Note—18p.; Ph.D. practicum, Nova University
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *Autoinstructional Aids, Comparative Analysis, Media Research, Post Secondary Education, Vocational Education
This study was undertaken to determine if the instructional quality of audiovisual materials is improved when student self-tests are included in the program. Two sound/slide programs on reading line graphs were tested on one-year vocational students at Forsyth Technical Institute, North Carolina. Twenty students in the experimental group used interactive material with self-tests mixed into the program. The control group of 26 students used an identical program without interactive material. All students took the same post-test based on the objectives of the program; these were lower-level cognitive objectives. The test scores were compared using a t-test (two tailed). The post-test results indicated that the experimental group achieved a higher percentage of program objectives at the 5% level of significance. The advantage was so narrow, how-

ever, and the limitations of the study so numerous, that further study was recommended. (VT)

ED 157 509 IR 006 015

vonFeldt, James R.

The Development of an Individualized Course in Basic Business Filing Rules and Procedures for Post Secondary Deaf Students Utilizing Computer Assisted Instruction, Gregg Programmed Instruction, and Classroom Teacher.

National Technical Inst. for the Deaf, Rochester, N. Y.; Rochester Inst. of Tech., N.Y.

Pub Date Aug 77

Note—22p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Deaf Education, *Individualized Instruction, *Instructional Design, *Office Occupations Education, Post Secondary Education, *Programed Instruction

Identifiers—Gregg Quick Filing Practice Set

Out of a need to provide self-paced instructional units, a project was developed combining various delivery techniques in a unique package designed to increase instructor efficiency and to allow students to proceed with learning as quickly as they are individually able. Although the project is not yet in final form, field testing has been encouraging. Queuing was eliminated; students quickly divided into three distinct groupings and were able to proceed at their own pace; comparison of pre- and post-test data showed an average increase of 35% as a result of the program; overall performance of the class increased; and finally, several students completed their work three weeks ahead of schedule. Long-range plans include an in-depth research effort to discover whether there are any significant differences between this approach and the more traditional classroom/lab situation. (Author/VT)

ED 157 510 IR 006 016

Ray, Mary Lou

Communication, Fifth and Sixth Graders, and the Essential Learning Skills Television Project.

Agency for Instructional Television, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 77

Note—24p.; The Essential Learning Skills Television Project. Background Paper; For related documents, see IR 006 017, IR 006 019, and IR 006 021

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Critical Thinking, *Curriculum, *Educational Television, Grade 5, Grade 6, *Intermediate Grades, *Language Arts, Literature Reviews, Study Skills, *Teaching Methods

Communication and language arts are central in any consideration of the essential learning skills. This paper focuses on communication skills for fifth and sixth graders, particularly the language skills of speaking, reading, and writing for which schools assume major responsibility. The integral relationship between language abilities and critical thinking/study skills (skills crucial for fifth and sixth graders) is explored in some detail. The paper has two major aims: to present pertinent overviews of the literature and to discuss what is usually taught, and how it is taught, in each of the major language art areas; and to make specific recommendations about how The Essential Learning Skills Television Project can contribute to a discovery approach for teaching communication skills. (Author/VT)

ED 157 511 IR 006 017

Massialas, Byron G.

Coping in the 1980's: Inquiry Skills and Participation in Decision-Making for Fifth and Sixth Graders.

Agency for Instructional Television, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 76

Note—20p.; The Essential Learning Skills Television Project. Background Paper; For related documents, see IR 006 016, IR 006 019, and IR 006 021

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Design, Daily Living Skills, *Decision Making Skills, Educational Planning, Educational Television, *Futures (of Society), Grade 5, Grade 6, *Humanistic Education, *Intermediate Grades, *Relevance (Education), School Environment, *Student Participation

To meet the condition of society that Toffler calls "overchoice," schools must redirect their role and provide a program that enables children and youth to develop and sharpen their decision-making skills--cognitive, evaluative, participatory, normative, and affective. All these skills can be developed and refined in the natural settings within the school, e.g., the classroom, the cafeteria, the principal's office, extracurricular activities, the school bus. Educators can utilize these settings to involve students in real-life experiences and to encourage student participation in decisions that will affect them. The task for the schools, then, is to plan systematically for decision-making experiences, and to accept the participatory work of students as legitimate school experience, meriting the same rewards as those given in traditional academic programs. (Author/VT)

ED 157 512 IR 006 018

Patrick, John J. Remy, Richard C.

Essential Learning Skills in the Education of Citizens.

Agency for Instructional Television, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 77

Note—36p.; The Essential Learning Skills Television Project. Background Paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Basic Skills, *Citizenship, Criteria, *Curriculum Design, Daily Living Skills, *Decision Making Skills, *Educational Planning, Educational Strategies, Educational Television, *Intermediate Grades, Lesson Plans

Five criteria derived from an original conception of basic education are used to appraise The Essential Learning Skills Television Project and to guide the proposal of ideas to strengthen the project. It is assumed that to prepare students to cope with the challenges of daily living and citizenship, curricula must stress acquisition of skills in decision-making, i.e., making, judging, and influencing decisions. Two kinds of decisions faced by citizens are featured--decisions about factual claims, and decisions about group governance. Factual decisions may require gathering and evaluating information to choose between competing claims. Decisions about group governance may require use of both facts and value judgments. A framework to guide teaching and learning of these skills is presented. Instructional objectives, teaching procedures, and sample lessons are formulated in terms of the decision-making framework. (Author/VT)

ED 157 513 IR 006 019

Middleton, Karen P.

Library Skills Instruction in the Fifth and Sixth Grades.

Agency for Instructional Television, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 77

Note—31p.; The Essential Learning Skills Television Project. Background Paper; For related documents, see IR 006 016-017 and IR 006 021

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum Design, Grade 5, Grade 6, *Instructional Design, *Instructional Materials Centers, *Intermediate Grades, *Library Instruction, *Library Skills

Though librarians have always recognized the need to educate users in the two broad areas of library skills--location of resources and their use--there is little research on how such instruction can be best done. Theories that do exist seem far different from actual practice. Both practitioners and writers agree on one point: library skills should be taught as they are needed by the student. Whether this functional instruction should be "formal" or "informal" is a matter of debate among librarians. Location skills are invariably stressed by librarians in instructional programs. The main location tools are the card catalog, the library's classification system, and published indexes. Use skills include: understanding the types of resources and the kind of information found in each, interpreting this information, selecting from it for one's own purposes, evaluating materials, and synthesizing ideas from various sources. The teaching of use skills should be recognized as the joint responsibility of teachers and librarians. Both location and use skills are closely connected to the reasoning and study skills elements of The Essential Learning Skills Television Project. (Author)

ED 157 514 IR 006 020

Schramm, Wilbur

Some Notes on Research, Theory, and Production in Instructional Television.

Agency for Instructional Television, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 77

Note—23p.; The Essential Learning Skills Television Project. Background Paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attention Span, *Cognitive Processes, *Educational Television, *Instructional Design, *Media Research, *Mediation Theory, Research Needs, Research Utilization, Teacher Attitudes

This paper suggests some of the implications television producers can find in emerging currents of theoretical research. The effectiveness of television over a wide range of tasks has led in some cases to too much ETV being broadcast and has covered up the fact that television can make a unique contribution to certain tasks and should be used where possible for those. Teacher resistance to ETV can be countered by providing material that teachers themselves cannot provide and by increasing teacher control over content and scheduling. Problems of attention yield to change of pace, use of short segments, active viewer participation, and special attention-directing cues. Since television's code is mainly iconic, ETV can best be used to teach material that depends on that rather than on digital or analogue coding, and to increase students' skill in processing iconic material. The concreteness of television is emerging as a major determinant of its most productive uses, and its unintended effects are proving as worthy as intended effects of a producer's attention. (Author)

ED 157 515 IR 006 021

Peak, Philip

Teaching Mathematics: An Integration of Skill and Knowledge.

Agency for Instructional Television, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 77

Note—16p.; The Essential Learning Skills Television Project. Background Paper; For related documents, see IR 006 016-017 and IR 006 019

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Processes, *Educational Television, *Elementary School Mathematics, Grade 5, Grade 6, *Intermediate Grades, *Mathematics Instruction, *Teaching Methods

Mathematics teaching is most effective when practice situations cover appropriate material, require constant thought, are transferable to new situations, make sense to the student, and are subject to analysis of components. Teachers must carefully seek the real source of errors and insure that students are as concerned with processes as with results. Levels of competence required of students should be consistent with the anticipated use. In such areas as decimals and derived results from measurements, students may be confused by nomenclature or explanations inconsistent with previous learning. Students must also be taught to apply their mathematics education to real life. Television and film can be used profitably here to present situations designed to be meaningful to a variety of students. Students should be encouraged to think about problems and impose interpretations on them based on their own experiences rather than simply using their minds as storage receptacles for information imposed on them from the outside. (Author/VT)

ED 157 516 IR 006 040

Eastwood, Lester F., Jr.

Motivations and Deterrents to Educational Use of "Intelligent Videodisc" Systems.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 12 Jan 78

Note—57p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Computer Assisted Instruction, Cost Effectiveness, *Diffusion, *Educational Innovation, Educational Technology, Individualized Instruction, *Instructional Systems, Problems, *Video Tape Recordings
Identifiers—*Videodisc Recordings
The "intelligent videodisc"--a combination of advanced microprocessor, display, and storage technology--holds the potential for developing into a powerful instructional delivery system. In an inexpensive package, it could combine advanced computer-aided instruction (CAI) software power and display capability for audio, video, and textual programming. Although it is attractive technically, this system's real contribution will be that CAI will fit the institutional structure of education for the first time. In contrast to existing CAI systems, this small-scale device could be purchased locally. Another unique attribute of this technology is its potential attractiveness to consumers. Despite these advantages, this new technology will face some of the same traditional barriers that have doomed other systems. It is likely that many teachers will retain their unwillingness to innovate using technology. Tight budgets will remain because of shrinking student populations and voter apathy. High cost might restrict software availability. This paper could serve as a platform for a discussion of needs and opportunities for a Federal role in promoting educational utilization of this system. (Author/VT)

ED 157 517 IR 006 044
Weiss, M. Jerry Weiss, Helen S.
Study Guide for AMERICA AT THE MOVIES. An American Film Institute Production.
American Film Inst., Washington, D.C.
Pub Date 76
Note—30p.
Available from—Cinema 5--16mm for lease or rental, 595 Madison Avenue, New York, N.Y. 10022
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Bibliographies, *Filmographies, *Films, *Film Study, Language Arts, Social Studies, *Study Guides, *Teaching Guides
Included in this guide are background material on the film, "America at the Movies," a movie inventory form, a Who's Who in Film list, a bibliography for each section of the film, a bibliography of films about America and Americans, and suggested activities for before and after viewing the film. There is also a list of the 83 films, of which segments appear in the movie, along with the dates of their original release. (VT)

ED 157 518 IR 006 047
Welsh, Harry E.
National Policy and Access to Federal Information--A View from the Hinterlands.
Pub Date Apr 78
Note—30p.; Paper presented at the Institute on Federal Document and Information Accessibility (Washington, D.C., April 27-28, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Depository Libraries, *Federal Government, Government Publications, Government Role, *Information Dissemination, *Policy Formation
National information policy should recognize the depository library system as the public's natural and traditional access point to Federal information. Despite efforts of agencies, Congress, and national commissions to improve access, citizens are still confused and frustrated in obtaining public Federal information. Certain issues of public policy and administrative laxness and indecision impairing depository libraries' effectiveness should be resolved in the interest of public information accessibility. Congress should view these libraries as a link with its constituents and enhance the information services. Cast in a new role, depository libraries could not only provide publications, but also refer inquirers to other Federal information resources. (Author/CMV)

ED 157 519 IR 006 057
Blazek, Ron, Comp. And Others
The Black Experience: A Bibliography of Bibliographies, 1970-1975.
American Library Association, Chicago, Ill. Reference and Adult Services Div.
Pub Date 78
Note—69p.
Available from—American Library Association, Reference and Adult Services Division, 50 E. Huron Street, Chicago, Illinois 60611 ($5.00. Payment should accompany orders for single copies)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Bibliographies, *Black Culture, *Black History, Black Literature, Blacks, *Black Studies
The bibliographies listed in this document have been advertised in the literature of librarianship or in library indexes and represent as complete a listing as possible of resources readily available to public and academic libraries. All aspects of the black experience, including history, culture, health, education, economic status, and literature are covered. There are four sections to this work: (1) a simple listing of the many bibliographies emanating from the Council of Planning Librarians in Monticello, Illinois; (2) an annotated listing of separately published bibliographies which comprises the major segment of the text; (3) an alphabetical listing by author of journal articles determined to be primarily bibliographic in nature; and (4) a listing of bibliographies which were identified but not actually examined by the compilers of this publication. (Author/JAB)

ED 157 520 IR 006 067
Scholtz, Sandra
A Management Information System Design for a General Museum. Museum Data Bank Research Report No. 12.
Pub Date 76
Note—17p.; Prepared for the Museum Data Bank Committee
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Catalogs, Data Bases, Flow Charts, Information Storage, *Management Information Systems, *Museums, *Recordkeeping
A management information system (MIS) is applied to a medium sized general museum to reflect the actual curatorial/registration functions. The recordkeeping functions of loan and conservation activities are examined since they too can be effectively handled by computer and constitute a complementary data base to the accession/catalog information. Museum master files for accession, loan, conservation, and master catalog files; and appendices which include accession, loan, and conservation file data categories, sample forms, and selected references, are also included. (Author/MBR)

ED 157 521 IR 006 068
Directory of Technical Information Sources for Industry. Networks Study No. 7.
National Library of Australia, Canberra.
Pub Date 78
Note—166p.; Development of Resource Sharing Networks Study Series
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Directories, *Industry, Information Needs, Information Networks, *Information Services, *Information Sources, Libraries, *Special Libraries, Trade and Industrial Education
Identifiers—*Australia
This publication seeks to bring together sufficient details of information sources relating to the technical and scientific needs of industry so that workers can identify the most appropriate source for a given problem. Produced under the guidance of the Australian Industry Information Network Liaison Committee convened by the National Library of Australia, it contains 775 entries arranged by state or territory. Each entry provides the name and address of the institution, the name of the person to be contacted, a description of the subject fields covered, the library holdings (if any), and the consultancy services available. A subject index, data base and publications index, and an organization index are appended. (Author/JAB)

ED 157 522 IR 006 072
Martell, Charles
The Application of Job Redesign Concepts to the Management of Academic Research Libraries.
Pub Date 74
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Definitions, Information Dissemination, *Job Analysis, Literature Reviews, Models, *Organizational Theories, Problems, Productivity, *Research Libraries
Identifiers—*Academic Libraries
Although the academic research library is service oriented and exists in a diverse, dynamic environment, the jobs within the system tend to be highly structured and mechanistic, more suitable for a production oriented organization. This paper discusses the concept of job dimensions in general and in relation to the academic research library, maladaptation of the library to its environment, and the implementation of job redesign techniques with potential benefits in terms of effectiveness of library operations, the satisfaction of employees, and the success with which it can recognize and adapt to significant shifts in its relevant task environment. A brief description of the process of implementing redesign in a library is presented. Also included are definitions of several terms as used in this report and a bibliography. (MBR)

ED 157 523 IR 006 081
Johnson, Shirley B.
The Impact of the Economy on Libraries and the Impact of Libraries on the Economy of New York State.
Pub Date Apr 78
Note—20p.; Position Paper prepared for the New York Governor's Conference on Libraries; Page 8 may be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Economic Climate, Economic Factors, Financial Support, *Inflation (Economics), *Library Expenditures, Library Services, *Public Libraries
Identifiers—New York (New York)
New York's library system, which helps to attract desirable information related industries, is endangered by inflation and budget stringency. Library costs have increased more rapidly than the general price level. Technological improvements, cost-saving in the long run, require initial capital outlays. The growth of book collections must keep pace with the information explosion. Public libraries receive a declining share of local expenditures making urban libraries particularly vulnerable, and reductions in Federal support have been felt in New York more than in most states. Service may be reduced or it may be supported through private philanthropy or user fees. Elite reference collections should charge fees to users such as the information industry, thus converting some library costs from "external economies" to costs born by firms which can readily afford them. If there is no alternative financing, user fees may be necessary. The cost of maintaining excellence in libraries is much less than the cost of not doing so. (Author/JAB)

ED 157 524 IR 006 090
Deffenbaugh, James T.
Three Classification Schemes for Use in a Judaeo-Christian Theological Library: A Comparative Study.
Pub Date 75
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Cataloging, *Classification, Comparative Analysis, *Library Technical Processes, Religion, Special Libraries, *Theological Education
The classification scheme of the library of the Union Theological Seminary in New York, the Library of Congress Classification, and the Bibliographic Classification of H.E. Bliss are analyzed and evaluated regarding their comparative effectiveness for use in a theological library. All three systems are or have been in use in at least one specialized theological collection. Among criteria chosen for judging the effectiveness of the schemes are notation, hospitality, specificity, directions for use, index, and updating. On the basis of these standards, the LC Classification system is judged to be the most useful. (Author/JAB)

ED 157 525 IR 006 091
Educational Research Library Periodical Holdings List.
National Inst. of Education (DHEW), Washington, D.C. Office of Administration and Management. Educational Resource Div.
Pub Date Jan 78
Note—187p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Educational Resources, Foreign Language Periodicals, Library Collections, *Periodicals
This Third Edition of the "Periodical Holdings List" consists of three sections: Part I lists In-

dexes and Abstracts; Part II lists titles of journals in the general collection; and, Part III lists the journals in the foreign collection (includes non-English language periodicals and serials). Each section is arranged alphabetically by title. Periodicals received at the Branch Library, U.S. Office of Education, are included. (Author/JAB)

ED 157 526 IR 006 097
Cieslicki, Dorothy
ACLCP Periodical Storage Center: Feasibility Study, September 1974-April 1975.
Spons Agency—Pennsylvania State Library, Harrisburg.
Pub Date Apr 75
Note—21p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Costs, *Feasibility Studies, Government Publications, Library Cooperation, *Library Materials, *Library Networks, Models, *Periodicals, Planning, Reference Materials, *Storage, Tables (Data)
A study of alternative models for establishing a cooperative storage center for little used library materials by the members of the Area College Libraries of Central Pennsylvania (ACLCP) focused on periodicals. Considerations discussed include advantages--lower cost; space for growth and better access to holdings retained in active collections; decreased duplication by continuous weeding; possibility of creating a depository for outdated government documents and a single copy file of outdated reference service items; (2) models provided by existing systems: Hampshire Inter-Library Center--a jointly owned research collection supplementing library holdings of participating institutions; Center for Research Libraries--a scholarly store of seldom used potential research materials; New England Deposit Library--overflow of materials from 12 major libraries in the Boston Area; and Medical Library Center of New York--medical journals, texts, and monographs transferred from 30 medical libraries in New York City; and (3) storage options for ACLCP--a decentralized system where each library copes with its own storage problems; a shared retention plan; the creation of a physically separate cooperative storage center; or participation in a storage center operated on a statewide or larger scale. Recommendations favor creation of a separate facility for ACLCP libraries. (Author/MBR)

ED 157 527 IR 006 099
Jebb, Marcia And Others
Task Force on the Future of the Cornell University Libraries Card Catalogs. Report #1: Recommendations and Future Agenda, Appendices.
Cornell Univ., Ithaca, N.Y. Univ. Libraries
Pub Date Dec 77
Note—67p.
Available from—Budget and Accounting Office, Cornell University Libraries, Ithaca, New York 14853 ($2.00, paper)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Branch Libraries, *Catalogs, Costs, Diagrams, Guidelines, History, *Library Automation, Library Collections, On Line Systems, Planning, *Research, Research Libraries, *University Libraries, Use Studies
A task force was set up in September 1975 to develop short and long range planning guidelines for decisions affecting future catalogs at Cornell University Libraries (CUL). This report presents summaries of studies by this group, focusing on developments at the Library of Congress and other research libraries; cost analysis, current status relating to size, bibliographic characteristics, department libraries, and automation at CUL; and the future, with the choices of maintaining an open-ended catalog, or closing the present catalog in 1980 when the Library of Congress (LC) plans to close its card catalogs and go to an online system. The task force recommends closing the present catalog in 1980 and using LC's MARC records and authority files to provide online access to the CUL collection. This would be only one component of an automated system that would manage acquisitions, serials, circulation, and reserve. The appendices include a list of goals; an inventory of catalogs at CUL; assessments of equipment and manpower needed to maintain the card catalogs; approximate costs of maintaining card catalogs through 1984; a card catalog use survey report; and a proposed plan for making the transition from the card catalog to the online computerized catalog. (Author/MBR)

ED 157 528 IR 006 100
Frost, Wil, Ed.
Conference Glossary. Prepared for the Second Governor's Conference on Library and Information Services, Honolulu, Hawaii, June 11-13, 1978.
Hawaii Library Association, Honolulu.
Pub Date Jun 78
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Conferences, Definitions, *Glossaries, *Information Science, *Library Science, Word Lists
This glossary was compiled to provide reference material for participants at Hawaii's Second Governor's Conference on Library and Information Services and is especially useful to those individuals not familiar with the terminology of the library and information sciences. Entries consist of 194 names, acronyms, and other terms which are arranged in a single alphabet and briefly defined. Terms for the glossary were selected by a task force on the basis of an outline of topics to be discussed at the conference. (Author/JPF)

ED 157 529 IR 006 101
Roberts, Anne
A Study of Ten SUNY Campuses Offering an Undergraduate Credit Course in Library Instruction.
State Univ. of New York, Albany. Univ. Libraries.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 1 May 78
Note—81p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Comparative Analysis, *Credit Courses, *Librarians, *Library Instruction, Library Skills, Models, Questionnaires, *Research, Tables (Data), Undergraduate Study, University Libraries
Identifiers—*State University of New York Albany
This study is a comparative analysis of undergraduate credit courses in library instruction, taught by university librarians and offered by ten State University of New York (SUNY) institutions--Albany, Brockport, Buffalo, Environmental Science and Forestry, New Paltz, Oneonta, Oswego, Plattsburgh, Stony Brook, and Upstate Medical. Topics include a brief outline of each institution; summaries of each of the credit courses, and the various teaching techniques being utilized; a prototype of a model course; and analysis of responses to interview questions by instruction, non-teaching public service, and technical services librarians; library directors; academic teaching faculty; and vice presidents. Major conclusions indicate that these courses are an integral part of the library and university program with positive support from administrators and faculty, and that the personality of the instruction librarian is an important factor both in the classroom and in gaining the support of other librarians. Data are presented in tables, and appendices include a bibliography and the questionnaires and interview questions used. (MBR)

ED 157 530 IR 006 104
Lariccia, Louise
The Use of OCLC Terminals in the Public Service Areas of Eight Ohio Libraries.
Pub Date Aug 76
Note—79p.; Master's Thesis, Kent State University. Parts of appendixes will be marginally legible; Best copy available
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Bibliographic Citations, Data Bases, *Information Retrieval, Librarians, Library Instruction, Library Research, Library Surveys, Masters Theses, *On Line Systems, Question Answer Interviews, *University Libraries, *Use Studies
Identifiers—Ohio College Library Center, *User Satisfaction
The uses being made of the OCLC system in the area of public or reader's services was investigated in this study. Topics dealt with include the training of librarians and patrons in on-line searching, specific benefits of the data base to the public, disadvantages of the present OCLC system in public services, costs, and the motivation behind installation of public service terminals. Data were obtained from structured interviews with reference librarians at seven Ohio academic libraries and the State Library of Ohio. Findings indicate that many librarians felt that before the system can be used effectively for public services, all the holdings in their collections should be converted into the data base; and although the means for accomplishing the goal of public use of OCLC terminals varied in the libraries visited, one important similarity was found in that the majority of librarians displayed an enthusiastic attitude when discussing public use of the system. It was also felt that a greater stress on publicity and general instruction would likely involve more public use of the system. Questions presented to participants in the study, sample instruction sheets provided by libraries at public service terminals, and a bibliography are appended to the study. (JPF)

ED 157 531 IR 006 108
Motley, Drucilla And Others
Louisiana Interlibrary Loan Code and Procedure Manual: An Official Publication of the Louisiana Library Association.
Louisiana Library Association, Baton Rouge.
Pub Date 77
Note—174p.; Parts may be marginally legible due to print quality
Available from—Louisiana Library Association, P.O. Box 131, Baton Rouge, Louisiana 70821 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—College Libraries, Interagency Cooperation, *Interlibrary Loans, Library Networks, *Manuals, Maps, *Policy, Public Libraries, Records (Forms), Special Libraries, Statewide Planning, University Libraries
Identifiers—*Louisiana
The growth and development of interlibrary loan among libraries is necessary to meet the needs of users of all libraries. This manual, developed for personnel in interlibrary loan departments of all types of Louisiana libraries, consists of a code outlining the general philosophy; limitations and scope of interlibrary loan in the state; and a manual of procedures for verification and location, routing of requests, renewals, repayment of postage, insurance, and other procedures involved in interlibrary loan activity. Appendices include sample request forms; a map of the interlibrary loan system and proposed regions; and a directory of interlibrary loan policies for public, academic, and special libraries throughout the state. (Author/MBR)

ED 157 532 IR 006 111
Grady, Joni K.
A Preliminary Thesaurus of Environmental Engineering Terms for an Individual Information Retrieval System.
Pub Date 21 Mar 78
Note—30p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Classification, Engineering, Environmental Research, *Information Retrieval, *Thesauri, Water Pollution Control
Wastewater treatment, microbiology, biochemistry, and engineering are the major subject areas covered in this preliminary thesaurus designed for use in a private information retrieval system. The thesaurus was developed through meetings where each descriptor was discussed, necessary scope notes were written, definition and cross references were added, and the final term format was compared with other thesauri. Included are directions for retrieval procedures, guidelines for indexing, an explanation of the main entry format of the descriptors, and the 220 descriptors. (JAB)

ED 157 533 IR 006 112
Kolesar, Andrew, Comp.
A Bibliography of Colorado State University Imprints in the Colorado State University Libraries. Publication No. 21, Supplement one.
Colorado State Univ., Ft. Collins. Libraries.
Pub Date 78
Note—28p.; For related document, see ED 143 376
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Bibliographic Citations, *Bibliographies, *Library Collections, Publications, *Research, *State Universities, University Libraries
This is the first yearly supplement to the first edition of a bibliography compiled to bring together all the publications in the Colorado State University Libraries which bear the Univer-

sity imprint. The supplement lists an additional 170 citations of print and nonprint materials published by the University in the areas of scholarship, research, and literature. The arrangement is either by author or main entry as they appear in the Colorado State University Libraries' card catalog, followed by date of publication, pagination, and other pertinent data regarding illustrations, portraits, maps, and the physical size of the material. Content notes, descriptive information, and the call number conclude the entry. Name, title, and subject indexes refer the reader directly to the numbered bibliographic entry. (JPF)

ED 157 534 IR 006 113
Parsons, Kathleen Marvin, Stephen G.
Directory of Federal Grant Sources and Sources of Private Funds Given to Public Libraries in New York State.
Pub Date Jan 78
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Directories, *Federal Aid, Financial Support, Foundation Programs, *Grants, *Private Financial Support, *Public Libraries
Identifiers—*New York
This directory to grant aid for public libraries in New York State has been prepared for use and distribution by the New York State Subcommittee on Libraries. It lists possible funding sources in three categories: Federal library sources, other Federal sources, and private sources. Information on eligibility, purpose, type, amount, and address is provided for each source. An additional section lists groups that, although not specifically library oriented, may give assistance for special projects, e.g., building modifications for the handicapped. This is not a comprehensive listing of funding sources; there are other federal and private sources which were not listed in the reference sources consulted for the compilation of this directory. A bibliography of reference sources, articles, books, and reports on public library finance is appended. (Author/JPF)

ED 157 535 IR 006 115
Duran, Daniel F. Monroe, Margaret E.
The Latino Communications Project: An Investigation of Communication Patterns and Organizational Activity among Mexican, Cuban, and Puerto Rican Residents of Chicago. Final Report.
Wisconsin Univ., Madison. Library School.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Bureau No—475AH60019
Pub Date Oct 77
Grant—G007603015
Note—555p.
EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors—Community Surveys, Field Interviews, *Information Needs, *Information Seeking, Information Sources, Information Utilization, *Library Services, *Organizational Communication, Problem Solving, Public Libraries, *Spanish Americans, Spanish Speaking, Use Studies
Identifiers—Formal Voluntary Associations, *Illinois (Chicago)
This exploratory study gathered data on the communication behavior, resource utilization, and organizational activity of Mexican, Cuban, and Puerto Rican residents of Chicago. An interdisciplinary and integrative literature review synthesizing findings from the relevant literature suggested classes of variables and relationships for this investigation. A stratified cluster probability sample was used to select 400 Latinos who were interviewed by trained bilingual interviewers using a structured schedule. Findings indicate that both reading activity and public library use are positively and significantly related to participation in formal voluntary associations for the Latino population, while measures of media use developed here are not so related, even when controlled for ethnic subgroup membership or for formal educational level. On the other hand, adult education activity is a highly discriminating variable in predicting both reading activity and public library use for urban Latino "barrio" residents. Finally, the bond of Spanish language is a major determinant of interpersonal and impersonal communication activity. Implications for urban public library service to Latinos include: (1) need for personal contact with the unaffiliated who rely on local information resources; (2) development of material collections reflecting local Spanish language orientations; (3) public library integration with neighborhood networks of Latino groups and individuals; and (4) necessity for library staff of Latino background. (Author/JPF)

ED 157 536 IR 006 120
Katz, Ruth M. And Others
Serving Senior Patrons: Integrated Media. Final Report.
Denver Univ., Colo. Research Inst.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date Nov 77
Grant—G007603347
Note—43p.; For related document, see IR 006 121
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Audiovisual Aids, *Community Information Services, Gerontology, Health Services, *Library Services, *Older Adults, *Professional Continuing Education, *Public Libraries, Senior Citizens, Slides, Tape Recordings, Video Cassette Systems
A set of five 3/4" color videocassettes and two slide/sound shows on topics relating to public library services to an aging population was developed. These programs, together with a study guide, are known as the VINTAGE series and were designed for use by library staffs in small and medium-sized public libraries. Five tasks were completed during the project period: needs assessment, scripting and design, production, evaluation and field-testing, and dissemination. The final report includes a bibliography of items found to be useful by the project staff. Project conclusions note the ongoing need for continuing education and staff development software, and for project durations longer than twelve calendar months. Recommendations include investigating the feasibility of developing a software clearinghouse, increasing the use of telecommunications to deliver training, and funding for regional production centers. (Author)

ED 157 537 IR 006 121
Katz, Ruth M.
Delivering Library Services to an Aging Population.
Denver Univ., Colo. Research Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 77
Note—30p.; For related document, see IR 006 120
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Audiovisual Aids, *Community Information Services, Gerontology, Health Services, *Library Services, *Older Adults, *Professional Continuing Education, *Public Libraries, Senior Citizens, Slides, Study Guides, Tape Recordings, Video Cassette Systems
This study guide was prepared to assist library personnel in using the VINTAGE series, which consists of five color videocassette programs and two slide/sound shows on topics relating to public library services to the aging. The guide to these programs, which were designed for use in staff development programs and to promote community involvement, provides objectives, an outline, and suggested discussion topics for each program. Topics focus on problems of older people, including special needs; stereotypes; access to health, library, and other community services; and employment opportunities. A bibliography of materials on aging, legal and consumer issues, and barrier-free architecture is included. (JAB)

ED 157 538 IR 006 124
Paul, Herbert Jeffery
Promotion and Publicity for On-Line Bibliographic Services in Academic Libraries.
Pub Date May 78
Note—62p.; Master's Thesis, San Jose State University
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Bibliographic Citations, Comparative Analysis, *Data Bases, Guidelines, Library Services, Library Surveys, Masters Theses, *Models, *On Line Systems, *Publicize, *University Libraries
Identifiers—*Academic Libraries
A synthesis of the literature on the advertising and promoting of online bibliographic retrieval services in academic libraries was conducted to suggest specific approaches and methods that can be used to make the academic community more aware of these services. Six levels of activity in program planning for promoting online services are identified and discussed: general program guidelines and statement of objectives; research and study of the problem; identification of user characteristics; selection of strategies to achieve objectives; operation of the program; and evaluation and revision. Various techniques and strategies for developing and promoting materials in eight different formats are discussed and a model promotional program is developed to enable managers and librarians to follow a systematic approach. Comparison of promotional materials developed for online services in 27 academic libraries with selected general promotional programs and materials that have received the John Cotton Dana Library Publicity Award shows a wide range in the level of professionalism and sophistication. It is suggested that efforts to-date in promoting these services have been ineffectual and that this is an area where librarians can learn from other related disciplines. A list of additional techniques for promotion and a bibliography are appended. (JPF)

ED 157 539 IR 006 148
Schneller, Paul
A Challenging Picture: The Status of ITV Utilization in Secondary Schools.
Agency for Instructional Television, Bloomington, Ind.
Report No—AIT-RR-47
Pub Date Mar 77
Note—27p.; For related documents see IR 006 149-153 and IR 006 199
Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (Free, until supply is exhausted)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Attitudes, Educational Philosophy, Educational Problems, *Educational Television, Inservice Education, Secondary Education, *State of the Art Reviews, Surveys, Teacher Attitudes, *Television Research, *Use Studies
The Agency for Instructional Television (AIT) solicited information from 28 individuals having responsibilities in various local, regional, and state instructional television organizations and agencies in the United States and Canada. AIT asked each individual to respond to three sets of questions on (1) the current status of secondary school television in the respondent's area, (2) a statement of the respondent's philosophy regarding television use in the secondary schools, and (3) examples of significant successes or failures in the respondent's area. Responses of agencies indicate that secondary school television is underused, underfinanaced, and unexciting. Appendices include the letter requesting responses to the survey questions, and names of the 22 agency representatives responding to the survey. While the sampling procedures are not scientific, the data seem representative, based on AIT's knowledge of the field and active agencies. This initial probe is designed as a basis for further analysis and in-depth case studies. (Author/CMV)

ED 157 540 IR 006 150
Dignam, Monica Stocking, S. Holly
School Television in the Archdiocese of New York.
Agency for Instructional Television, Bloomington, Ind.
Report No—AIT-RR-51
Pub Date Jul 77
Note—23p.; For related documents, see IR 006 149-153 and IR 006 199
Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (Free, while supply lasts)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Case Studies (Education), Catholic High Schools, Closed Circuit Television, Educational Problems, *Educational Television, *Education Service Centers, Elementary Secondary Education, *Fixed Service Television, Religious Education
Identifiers—New York (Yonkers)
Instructional Television of the Catholic Archdiocese of New York (ITV Center) is described as a fixed service broadcasting system which reaches 207 neighboring schools (188 elementary and 19 secondary), each of which is wired for closed circuit television. Production facilities, programing, and general administration of the ITV Center are described, as well as the operation and video facilities of three user high

schools. The ITV Center identifies reasons for and possible solutions to the problem of high school teachers' reluctance to utilize the Center's programing. (CMV)

ED 157 541 IR 006 151
Dignam, Monica Stocking, S. Holly
The ITV Experience at Evanston Township High School. Research Report No. 52
Agency for Instructional Television, Bloomington, Ind.
Pub Date Jul 77
Note—28p.; For related documents, see IR 006 149-153 and IR 006 199
Available from—Agency for Instructional Televison, Box A, Bloomington, Indiana 47401 (Free, while supply lasts)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Case Studies (Education), *Closed Circuit Television, Course Organization, *Dial Access Information Systems, *Educational Problems, *Educational Television, Instructional Innovation, Longitudinal Studies, Secondary Education, Use Studies, *Video Cassette Systems
Having used instructional television (ITV) since 1955, the Evanston Township High School has been generally dissatisfied with its experiences with closed circuit television (CCTV), dial access ITV, and portable ITV for teachers' in-class use. It appears that future ITV use at Evanston will be minimal, due to wide resistance from students, faculty, and administrators. CCTV was useful for simultaneous large group communication, but prevented individual teacher control. Dial access ITV, while permitting students to work at their own pace, depended too heavily on student motivation, and did not permit teachers to monitor use. Although the portable video equipment requires some mechanical ability to operate, its mobility, relatively low expense, and potential as a tool for in-class evaluation and feedback make it the most likely form of future use of ITV at Evanston. (CMV)

ED 157 542 IR 006 170
Crawford, Alice M.
Problems in Conducting Research on Computer-Based Simulation.
Pub Date Apr 78
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, March 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Graphics, Data Collection, Educational Research, Input Output Devices, Instructional Innovation, *Performance Based Education, Screens (Displays), *Simulation, *State of the Art Reviews, *Technological Advancement, Transfer of Training
Computer-based simulation (CBS) represents a unique utilization of computers for instruction that combines some of the best features of the technologies of simulation and computer assisted instruction (CAI). CBS grew out of an interest in testing the application of CAI to procedural and perceptual motor skills. With the sophisticated graphics capabilities curently available in many CBS systems, it is possible to program dynamic, two-dimensional representations of physical objects to be displayed on the screen of a computer terminal. Research suggests that advantages of CBS for training include increased trainee proficiency, time savings, cost effectiveness, and student acceptance. The overall recommendation for research in this area is to approach CBS training with a futuristic orientation to ensure maximal utilization of newly emerging technologies. (Author/CMV)

ED 157 543 IR 006 171
Newren, Edward F.
Cable Television: A Bibliographic Up-Date.
Pub Date 76
Note—38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Bibliographies, *Cable Television, Community Services, Educational Resources, Media Research, Media Technology, Technical Reports
This bibliography, directed to researchers and practitioners in cable television (CATV), has two purposes. The first intent is to summarize chronologically earlier bibliographies; the second is to provide a comprehensive coverage of information which has more recently been made available. The 461 citations from 1973 through June 1976 are listed in three categories: (1) community use, technical information, and regulatory aspects; (2) CATV libraries; and (3) educational concerns. (Author/CMV)

ED 157 544 IR 006 210
The Corporation for Public Broadcasting. 1977 Annual Report.
Corporation for Public Broadcasting, Washington, D.C.
Pub Date 77
Note—31p.; Section Titled "10 Years of Public Broadcasting, 1967-77" not included--will not reproduce due to colored paper used in the original document; For related document, see ED 135 395
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annual Reports, Broadcast Industry, Educational Radio, Educational Television, *Programing (Broadcast), *Public Television
Activities of the Corporation for Public Broadcasting (CPB) in its fiscal year ending September 30, 1977 are described in terms of television, radio, and other educational activities, as well as technology, legislation, long-term funding, human resources development, and general financing of public broadcasting. Other information includes CPB assessment of its goals and policy, services for public broadcasters and the general public, activities of the board of directors and officers, and detailed financial accounting for the fiscal year. (CMV)

ED 157 545 IR 006 285
Rawles, Beverly A. And Others
A Needs Assessment Study of Oklahoma Libraries to Oklahoma Department of Libraries. Final Report.
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 78
Note—255p.; For related document, see IR 006 286 ; Not available in hard copy due to marginal legibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Change Strategies, Data Analysis, Financial Support, Guidelines, History, Interagency Cooperation, Library Networks, *Needs Assessment, Organization, Planning, *Public Libraries, Questionnaires, State Agencies, Tables (Data)
Identifiers—Oklahoma
The findings and recommendations of a needs assessment study of Oklahoma libraries are presented, with recommendations focusing on public libraries. (School, academic, and special libraries also participated in this survey.) Included are: (1) the methodology; (2) an historical development of Oklahoma libraries; (3) the essential elements of library service, including objectives for providing service, standards indicating level of service, available resources, and interlibrary cooperation to help meet user needs. An examination of legislation and funding, and organization and establishment of library services by local communities to provide a picture of current library service, and a discussion of the Oklahoma Department of Libraries to determine its support of library development on a statewide basis are also presented. Culminating this report are planning documents providing for future development of libraries, including objectives and programs for meeting user needs. Recommendations are presented throughout this report where they apply. Appendices include questionnaires, and demographic and economic trends in Oklahoma. (Author/MBR)

ED 157 546 IR 006 286
A Needs Assessment Study of Oklahoma Libraries for Oklahoma Department of Libraries. Summary Report.
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 78
Note—26p.; For related document, see IR 006 285
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Change Strategies, Communication (Thought Transfer), Financial Support, Graphs, Librarians, Library Networks, *Needs Assessment, Professional Continuing Education, *Public Libraries, State Agencies, Statewide Planning, Tables (Data)
Identifiers—Oklahoma
The major findings and recommendations of a needs assessment study of Oklahoma libraries are summarized. Recommendations focus on public libraries; however, school, academic, and special libraries also participated in this survey. Top priority needs include: more professionally trained librarians; continuing professional education; additional state funding; cooperation among Oklahoma counties to provide improved library service; strong leadership and a larger professional staff at the Oklahoma Department of Libraries (ODL) to carry out its mission as a responsible state agency; sharing of library resources--materials and staff specialists--for more effective money budgeting; improved communications between libraries and ODL; written objectives and needs assessment of users to improve library service to the community; direction and education for promotion of cooperative activities between all types of libraries; and investigation of different methods of cooperation in which all libraries can participate. A more in-depth analysis of needs and recommendations may be found in the complete report. (Author/MBR)

ED 157 547 IR 006 291
DeLong, Edward James
An Evaluative Report of the Richmond College Freshman Library Instruction Program.
Richmond Univ., Va.
Pub Date 15 Jun 78
Note—30p.; Page 28 will reproduce poorly due to print quality
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—College Libraries, Diagrams, *Evaluation, *Individualized Instruction, *Library Instruction, Post Testing, Pretesting, Tables (Data), Tests, Undergraduate Students
Pretests and post-tests, which measure the knowledge of students before and after instruction, are used to evaluate the effectiveness of a self-instructional "Library Survival Kit," which teaches basic library skills to freshmen at Richmond College. Findings of this study indicate a significant improvement and a passing average for the freshmen English classes (466 students). Although the kit is apparently successful, there are still some areas of instruction that need improvement. (Author/MBR)

ED 157 548 IR 006 292
Correy, Therese And Others
Library Community Services.
Inglewood Public Library, Calif.
Pub Date 77
Note—99p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Community Services, Evaluation, Futures (of Society), *Guides, Illustrations, Library Collections, Library Programs, *Library Services, Occupational Information, Organization, *Physically Handicapped, Publicize, *Public Libraries, *Senior Citizens
Services to the elderly, institutionalized, and physically and mentally exceptional, who are unable to use the public library in its traditional form, are described in this guide to programs at the Inglewood (California) Public Library. Topics include: (1) overall library goals and activities; (2) functional and organizational structure of community services, internal relationships, and job descriptions; (3) Talking Book Service for the visually and/or physically handicapped--history, eligibility, registration procedures, sample forms, book selection, processing and circulation, equipment, service evaluation, and plans for additional service; (4) Braille book collection--history, selection, ordering, and circulation; (5) history of the brailler writing machine, charge out procedures, and users; (6) large print collection--selection, publishers, ordering and cataloging, shelving, circulation and the large print book catalog at the library; (7) extramural services (collections housed outside the library for those unable to visit)--collections, selection, processing and routing, audio materials, maintenance, and problems; (8) proposed service to shut-ins--organization, volunteers, shut-in eligibility, equipment and materials, procedures and reports, sample forms, and a booklet on guidelines to service; (9) additional programs for special patrons and publicity for them; and (10) plans for future development. Also included is a list of resources--books, periodicals, circulars, and films--of interest to others serving the community. (MBR)

ED 157 549 IR 006 294
Schwartz, Shula And Others
A Report: Resource Identification Workshops.
Consortium for Continuing Higher Education in Northern Virginia, Fairfax.
Pub Date May 78
Note—62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Art, Careers, Environment, Gerontology, Government Publications, Guides, Information Networks, *Information Sources, Interagency Cooperation, Laws, *Library Collections, Music, Professional Education, *Programs, Urban Studies, *Workshops
The Library Networking Committee, whose goal is to determine and establish means of resource sharing within Northern Virginia, set up a series of workshops in ten subject areas--art studies, careers and vocational guidance, energy and environment, genealogy, gerontology, law, music, professional education, state and local documents, and urban affairs--to assess existing library collections, plan for further holdings development, develop methods to eliminate acquisitions duplication, direct users to the strong collections, and develop a resource guide in each subject area. Included in this report are summaries of the ten workshops--dates, host institutions, locations, participants, and activities; recommendations; separate guides to resources in each subject area, containing information on institutions offering courses, programs, location of resources, and special collections and/or services; and a directory which lists corporations and institutions participating in the workshops. Appendices contain a workshop proposal, schedule and correspondence, an evaluation questionnaire, and a guide to bibliographies and special holdings on each subject. (Author/MBR)

ED 157 550 IR 006 295
Annual Report of the Librarian of Congress for the Fiscal Year Ending September 30, 1977.
Library of Congress, Washington, D.C.
Pub Date 78
Note—217p.; For related document, see IR 006 296
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-000-00096-0)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Administration, *Annual Reports, Copyrights, Employees, Exhibits, Financial Support, Law Libraries, Legislation, *Library Programs, *Library Services, Library Technical Processes, Publications, Special Programs, Statistical Data, Tables (Data)
Identifiers—*Library of Congress
Activities of the Library of Congress (LC), including the Copyright Office and the LC Trust Fund Board, are presented. The organizational structure of LC is presented, and the Network Development Office, the American Folklife Center, Federal Library Committee, Office of the General Counsel, and Management Policy Office are described in a report on the facilities, and exhibits, publications, and information activities of the Office of the Librarian. The Processing Department with its international program for acquisitions, developments in cataloging and processing, and staff activities is described, along with the Congressional Research Service and its programs, i.e., automated services, working relationships with other congressional support services, and divisions. A review of the Reader Services Department and its services, activities, publications, and exhibits is followed by the organization and preservation of collections, reference and bibliographic services, professional activities, and public events of the Research Department. The reader services, publications, and collection development of the Law Library are also included. The activities of the Administrative Department and the Copyright Office complete this report. The LC Trust Fund Board report, consisting of tables summarizing the major areas of financial obligation, and listings of exhibits, concerts, lectures, other programs, and LC publications are appended. (Author/MBR)

ED 157 551 IR 006 296
The Library of Congress, 1977. A Brief Summary of Major Activities for the Fiscal Year Ending September 30, 1977.
Library of Congress, Washington, D.C.
Pub Date 78
Note—30p.; For related document, see IR 006 295
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Activities, Cataloging, Copyrights, Exhibits, Facilities, Government Publications, Library Acquisition, Library Automation, Library Networks, *Library Programs, *Library Services, Preservation, *Special Services, Tables (Data)
Identifiers—*Library of Congress
A summary of statistical information and user service programs provided by the Library of Congress (LC) during the 1977 fiscal year is presented. The Library's Congressional Research Service (CRS) provides immediate response to research queries from members of Congress, as well as undertaking special studies and research projects and holding seminars, workshops, and briefings on public policy issues. LC's computerized information retrieval system, SCORPIO, provides current legislative materials, abstracts of congressional bills, and bibliographies of special materials, and the Major Issues System of CRS prepares special reports and studies on key issues. Services to other libraries include acquisitions and cataloging; a networking study defining LC's role in the emerging national network; and preservation activities, including the publication of a brochure and research into new preservation methods. Services to the general public include answering of research and reference questions with the backup of an extensive research collection; special services to the blind and physically handicapped; a new research facility to open in February 1979 for scholars and artists in the performing arts; dissemination of information regarding copyright laws; the American Folklife Center; and exhibits and public programs. Space problems at LC are briefly described, and tables illustrate the growth of space needed from 1900-1980 and the composition of the library collections in 1976-77. (Author/MBR)

ED 157 552 IR 006 298
Fortine, Suellen
Espey, Huston & Associates Technical Library. A Proposal.
Pub Date 3 May 78
Note—85p.; Some pages in the appendices are of minimal legibility due to the quality of the original reproduction
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Annotated Bibliographies, Budgets, Classification, Data Bases, Engineering, Environment, Expenditures, *Information Needs, Library Acquisition, Library Circulation, *Library Planning, Library Services, *Special Libraries
This proposal for the establishment of a library or information center for an environmental and engineering consulting firm in Texas is divided into two phases--current problems, and future expansion of library service. Major considerations include informational problems of the existing small library facility, i.e., locational and subject access, need for current awareness information, lack of adequate library space, and general procedural problems; proposed functions of the new library; and a budget for the first year of operation, including costs of equipment, materials, supplies, and personnel. Appendices include expenditures required to implement Phase I recommendations; an annotated list of materials recommended for inclusion in the firm library in the area of environment and related engineering fields; a selected list of data bases; a manual of procedures for acquisition, processing, and utilization of library materials; and photocopies of several pages from the Library of Congress subject heading list with a discussion of advantages of its use. (Author/MBR)

ED 157 553 IR 006 300
Mignon, Edmond, Ed.
Proposed Standards for Education in Online Searching in the Professional Librarianship Curriculum. Position Paper No. 1.
Washington Univ., Seattle. School of Librarianship.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 78
Note—14p.; New Techniques in the Teaching of Online Searching. An Institute for Library Educators (Seattle, Washington, March 20-24, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Curriculum, Faculty, Guidelines, Instructional Media, Instructional Programs, *Library Education, *On Line Systems, Peer Evaluation, Resources, *Search Strategies, *Standards
This position paper, from a March 1978 institute for library educators on teaching techniques for online searching in professional librarianship programs, recognizes two types of teaching programs currently in existence. One of these is consciousness raising, which stresses a basic understanding and appreciation of concepts and issues, and is characterized by demonstrations and introductory surveys; the other is operator training, which prepares graduates as beginning professional searchers by developing skill mastery through individual practice with specialized supervision and evaluation. Standards for curriculum content, competency based indicators of proficiency, faculty qualifications, teaching resources, and suggestions for the exchange of teaching materials and peer review of educational programs are detailed. (Author/MBR)

ED 157 554 IR 006 301
Dittmar, Jeanne
Library Service Enhancement Program, F.W. Crumb Memorial Library, State University College, Potsdam, New York. Final Report.
State Univ. of New York, Potsdam. F. W. Crumb Memorial Library.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 77
Note—34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Attitudes, Chemistry, *College Libraries, English, Financial Support, Guidelines, History, *Integrated Curriculum, *Library Instruction, Library Services, Problems, Questionnaires, Tables (Data)
Identifiers—*Academic Libraries
The integration of library instruction within established courses offered by academic departments at the State University College at Potsdam is discussed. A report of the year's activities, which are funded by a grant from the Council on Library Resources, is followed by the library director's assessment of staff skills required for program participation and remarks regarding the program's impact on services, and faculty and student attitudes. The project librarian reports on her activities and includes guidelines used in developing self-instructional materials, a strategy for introducing the program to the teaching faculty, sample outlines for pilot programs in chemistry, English, and history, and an analysis of the student questionnaire used to evaluate the program. Also included are a brief description of the institution and its libraries, a copy of the student evaluative questionnaire, and a financial report. (Author/MBR)

ED 157 555 IR 006 321
Seeger, Thomas, Ed. Wersig, Gernot, Ed.
Common Features of Training of Information Specialists.
International Federation for Documentation, The Hague (Netherlands). Committee on Education and Training.
Report No—FID/ET Occasional Paper 3
Pub Date 77
Note—105p.; Proceedings of the FID/ET Technical Meeting, June 8-11, 1976 at IRANOR, Madrid, Spain
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Conferences, Documentation, *Educational Needs, Foreign Countries, *Librarians, *Library Education, Professional Education, *Professional Training, Speeches
Identifiers—*Information Specialists
This is a collection of 14 papers presented at a professional association conference to explore the possibilities of how the Federation Internationale de Documentation (FID) could improve the education and training of information specialists. The subject was approached from four viewpoints: (1) professional aspects of education and training; (2) user training; (3) education and training in different countries; and (4) education and training in Spain. Topics of papers include: "The Project for Professional Categories and Common Studies at Different Kinds of Schools and Faculties for Information Officers, Librarians, and Archivists"; "Information Consciousness and Information Propaganda"; "Turdok's Experience on Training of Information Specialists"; and "Notes on the Information Specialist Training at the Faculty of Information Sciences in Madrid Complutense University." Lists of references and conference participants are appended. (JPF)

ED 157 556 IR 006 322
Report 75/76. Division of Library Development and Services, Maryland State Department of Education, Baltimore, Maryland
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Pub Date 77
Note—42p.; For related document, see ED 136 771
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annual Reports, *Expenditures, Information Services, *Instructional Materials Centers, Library Networks, *Library Services, Program Descriptions, *Public Libraries, Resource Allocations, School Libraries, State Departments of Education, Statistics
Identifiers—*Maryland
This report describing how the Division of Library Development and Services performs its responsibilities by providing services to local public library and school systems focuses on the activities and accomplishments of the Office of Public Library Services, the Office of School Media Services, and the State Library Network. Tables listing statistical data include: (1) state and local operating income and expenditures for Maryland public libraries; (2) school media centers in Maryland public schools; (3) distribution of Title II, ESEA funds for Maryland public school library media centers; (4) ESEA, Title II LEA distribution of allocations; (5) Division of Library Development and Services Title IV-B applications; (6) percentage of schools with and without media centers and total number of media items in the Maryland public school system, K-12; (7) expenditures for textbooks and library books in Maryland public schools, K-12, exclusive of federal funds; and (8) number of media items in individual school collections. Dates for statistical data fall between the years 1974-76. (JPF)

ED 157 557 IR 006 328
Long, Nicholas Yonce, Leslie
Information and Referral Services: Evaluation Design for a Network Demonstration.
InterStudy, Minneapolis, Minn.
Spons Agency—Administration on Aging (DHEW), Washington, D.C.
Pub Date Feb 74
Note—127p.; Not available in hard copy to due to poor reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Definitions, *Demonstration Projects, *Evaluation Methods, *Human Services, *Information Dissemination, Information Networks, Objectives, Policy, Records (Forms), *Senior Citizens
Identifiers—*Information and Referral Services, Wisconsin
The design of an evaluative study of a program for providing information and referral services (I&R) through a coordinated network of semi-autonomous I&R centers is described in this report. The program, implemented by the state of Wisconsin as a demonstration project from 1972-1974 was operated by the Division on Aging, Department of Health and Social Services. Its purposes were to provide for evaluative research into the usefulness of the I&R program to the elderly and other state residents seeking information regarding available human-services programs. This study includes a program description, project goals and research considerations, specific objectives and their underlying assumptions, criteria for determining the achievement of objectives, research strategy and methodology for evaluating the demonstration, and results of the evaluation. Appendices include forms and reports used in the I&R system: an I&R user survey with a user interview form and a structured interview for evaluation purposes, a summary of services delivered, and an I&R worker report. (Author/MBR)

ED 157 558 IR 006 330
Norman, O. Gene
Deciphering Reference Questions Through the Reference Interview: Report and Annotated Bibliography.
Pub Date 3 May 78
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Attitudes, Body Language, Communication (Thought Transfer), History, Interviews, Librarians, *Library Reference Services, *Literature Reviews, *Questioning Techniques
Identifiers—*Question Negotiation
The reference interview is one of the most delicate operations of the reference librarian. This report, which provides a review of the literature, touches on several major topics: (1) conflicts in communication initiated by lack of adequate client knowledge of the depth of the collection and reference tools available, lack of ease in formulating and asking reference questions, and confidence in the reference staff; (2) question negotiation; (3) sensitivity to patron's needs through sensitivity training, counseling techniques, and transactional analysis, and the awareness of body language; (4) skills and techniques necessary for effective performance in today's library; and (5) a basic understanding of the patron's communication needs through courses in sensitivity, communication science and counseling, and awareness of current developments on the subject. The selected, annotated bibliography cites relevant periodical articles and books. (MBR)

ED 157 559 IR 006 339
McKee, Anna Marie Keck Williams, Janet
Computer Searching and Interlibrary Loans: Where's the Connection?
Pub Date Jun 78
Note—12p.; Paper presented at the Annual Meeting of the Special Libraries Association, (Kansas City, Missouri, June 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Comparative Statistics, *Correlation, Costs, Data Bases, Finance Reform, *Information Retrieval, *Interlibrary Loans, Library Expenditures, Social Sciences, *Special Libraries
An analysis comparing semi-annual statistics of interlibrary loan transactions to online literature searches from July 1973 to December 1977 was conducted at the Carl Campbell Brigham Library, a social science research library serving professional staff members of the Educational Testing Service (ETS). A highly significant correlation was found between the two variables. This created a problem for the ETS library in budgeting for increased demands on service; however, the effects of these increasing variables were minimized by changes in library policy and procedures. A charge back service for interlibrary loans was initiated to partially recover the costs. The solution was successful in two ways: it deterred unnecessary requests and enhanced the value of the service in the eyes of library patrons. Graphs and tables comparing completed interlibrary loan photoduplication transactions to completed online literature searches, costs for reference services from July 1973 to June 1977, the number of searches per data base in 1977, and references are appended. (Author/JPF)

ED 157 560 IR 006 353
Yankielun, Judith E.
A Study of Adequacy: The New Jersey Area Libraries.
Pub Date 77
Note—111p.; Best copy available
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Bibliographies, *Comparative Analysis, Efficiency, History, *Library Reference Services, Literature Reviews, Paleontology, *Public Libraries, Research, Tables (Data)
Identifiers—*New Jersey
Research methods and a comparative analysis of quantitative results of a study of the adequacy of collections and efficiency of reference services in 25 New Jersey public and county libraries are presented. Methods include use of a prepared bibliography on paleontology and a test question, both designed to be asked of reference librarians by "regular" users. Also included are a review of the literature on collection and reference service adequacy, a brief history and description of the New Jersey library network, several tables comparing library collections at the libraries studied, procedures and sources for the compilation of the bibliography and formation of the test question, and study results. Appendices include a list of the names and addresses of the included libraries, selection aids consulted for the bibliography, and the bibliography itself. (MBR)

ED 157 561 IR 006 359
MacVean, Donald S.
Faculty Use of a University Library Circulating Book Collection.
Pub Date Jun 78
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Books, *Comparative Analysis, Definitions, *Faculty, *Interlibrary Loans, *Library Circulation, *Library Collections, Tables (Data), University Libraries, *Use Studies
This study analyzes statistics showing university faculty circulation of books for one fiscal year, and makes comparisons by department, academic rank, degree, sex, and students' rank--graduate or undergraduate. Findings indicate that 57.8% of the faculty had checked out one or more books. The departments with the highest use were Foreign Language, Political Science, English, and Philosophy and Religion. Overall, the Humanities and Social Sciences Departments surpassed the Sciences and Applied fields. Assistant Professors led the other ranks, men exceeded women, doctorates surpassed non-doctorates, and graduate faculty were ahead of non-graduate faculty. An analysis for the same period of faculty use of the interlibrary loan service exhibits essentially the same differences. Distance of the faculty members' offices from the library had no apparent relationship to use of the circulating book collection. Examination of findings provided no explanation for these differences. (Author/MBR)

JC

ED 157 562 JC 780 017
Sawyer, Thomas Harrison
The Eastern Seaboard Community-Junior College President.
Pub Date Nov 77
Note—274p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University
Available from—University Microfilms, International, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 7808119, MF $8.25, Xerography $16.50)
Document Not Available from EDRS.
Descriptors—Administrator Attitudes, *Administrator Characteristics, Administrator Qualifications, Administrator Role, Business, *Chief Administrators, Community Colleges, Educational Background, Females, Junior Colleges, Males, *Personal Interests, *Post Secondary Education, *Presidents, Questionnaires, Surveys, Universities
A questionnaire was sent to 232 presidents of eastern seaboard public and private two-year institutions to investigate a variety of personal and professional characteristics. Study findings, based on 204 returned questionnaires, indicated that these presidents were predominately white males, married, from middle-class families with the Ed.D. degree earned at a large public university. They began their careers in elementary-secondary schools, accepted the position of president because of the educational and professional challenges, and since then their careers had centered on the two-year college. The presidents tended to enjoy similar hobbies; belong to similar external organizations; read similar newspapers, journals and books; and have spouses with similar characteristics. Less than 10% of respondents were women, the majority of whom (63%) were presidents of private women's Catholic junior colleges. The study found the presidency to have been extensively professionalized in a short time span, with many and diverse career sequences leading to it. Study significance and purpose, a review of literature, methodology, data analysis, summary, conclusions, and recommendations are provided, with 34 tables and one figure supplementing the text. Appended material includes the study questionnaire and its cover and follow-up letters. (LH)

ED 157 563 JC 780 382
Articulation Workshop in Drafting. Final Report.
Catonsville Community Coll., Md.
Spons Agency—Maryland State Board for Community Colleges, Annapolis.
Pub Date Jun 77
Note—57p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Architectural Drafting, *Articulation (Program), College Credits, College Curriculum, College High School Cooperation, Community Colleges, Curriculum

Design, *Engineering Drawing, Equivalency Tests, Interinstitutional Cooperation, *Junior Colleges, Program Development, Program Evaluation, *Trade and Industrial Education, Transfer Policy, Vocational Education, Vocational High Schools

Drafting students from vocational/technical and high schools frequently repeat the same experiences and courses and work with the same instructional materials when they enroll in college engineering drawing, and architecture programs. In order to minimize needless repetition and address the problem of articulation between such schools and the Catonsville Community College, a five-day workshop was convened during June 1977. Representatives from three vocational/technical schools, two high schools, and the college participated in the workshop to develop a proposal for an integrated curriculum. Participants agreed on and met six objectives: examine each institution's course objectives and learning sequences; compare objectives and learning experiences from all institutions; recommend changes to obtain uniformity; develop an articulation agreement; develop implementation procedures; and provide for followup and evaluation procedures. Appendices cover six course outlines: three college drawing and drafting courses and three vocational/technical and high school drafting courses. (TR)

ED 157 564 JC 780 391

Stecklein, Helen R.

An Approach to a Market Research Study at a City Community College.

Pub Date [78]

Note—51p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, Community Colleges, *Community Surveys, Cooperative Planning, *Educational Needs, Employee Attitudes, Employer Attitudes, Inplant Programs, Institutional Research, Job Skills, *Junior Colleges, Marketing, Needs Assessment, Performance Based Education, Questionnaires, *School Industry Relationship

Identifiers—*Metropolitan Community College MN

As part of an effort to identify the unmet educational needs of the business community surrounding Metropolitan Community College (Minneapolis) and in hopes of better serving that community and increasing college enrollment, students from the University of Minnesota's master's in business administration program designed a study focused on educational practices in local businesses and on developing a marketing plan. Phase I, the only fully completed part of the study, gathered information through management interviews and mailed questionnaires on company sponsored educational programs, why such courses were offered, the level of these courses, identification of instructors and participants, course costs for students, where and when courses were held, how many participated, if courses were required, college credit for the courses, and publicity for the programs. In addition, data on firm size and type and employee benefits were solicited. Phase II was to deal with educational needs and interests specified by employees themselves. A three-part employee questionnaire dealing with awareness of benefits, attitudes towards education and demography was developed and analysis procedures were recommended. Phase III proposed guidelines and tentative recommendations for a marketing plan which included appealing to medium-sized companies (250-5,000 employees), developing credibility in job-related skills and competency training, and establishing communication channels with business. The full report is appended. (TR)

ED 157 565 JC 780 396

Henderson, Algo D. Henderson, Jean G.

Revitalizing General Education in the Community College.

Pub Date 22 May 78

Note—43p.; Paper presented at the Forum on Future Purposes, Content, and Formats for the General Education of Community College Students (Montgomery College, Maryland, May 22, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Education, College Curriculum, *College Role, Community Colleges, Cultural Awareness, Curriculum Design, Educational History, *Educational Objectives, *General Education, Humanistic Education, *Individual Development, *Junior Colleges, Liberal Arts, Vocational Education

What are community colleges doing to help their students analyze social, economic, environmental, and political issues; become good citizens; live in a rapidly changing world; understand their heritage; discover their potentialities; refine their interests and goals; and achieve their optimum personal growth? These objectives provide a frame of reference for general education, a modern term that has replaced what was called liberal education in ancient times. A liberal education concerns itself primarily with the body of knowledge that encompasses historical perspective, cultural knowledge, a sense of values, intellectual development, and the ability to communicate with others. A historical sketch of general education reveals the transitions in thinking that have occurred. The classical liberal arts curriculum was replaced by the distribution plan, followed by survey courses, and the block-and-gap method. Alternatives included courses designed by faculty within their areas of interest, but oriented to cultural interests rather than to professional or vocational preparation and developmental plans comprehending both general and vocational education. Although there are no simple solutions to the problem of general education, the community college has the best opportunity to raise the general level of expectations, cultural undertaking, and values of all the people. (TP)

ED 157 566 JC 780 401

White, Rita A.

The Effectiveness of Bottom-Line Services for Today's Student: A Study of Nine Community Colleges.

Pub Date 78

Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Attitudes, *Catalogs, Community Colleges, Comparative Analysis, Educational Needs, Information Dissemination, *Junior Colleges, Needs Assessment, *Nontraditional Students, Publicize, Public Relations, Questionnaires, School Publications, *School Registration, Student Personnel Services, *Student School Relationship

Identifiers—California

Using questionnaires sent to deans or vice presidents of student personnel services at 15 southern California community colleges, to department chairpersons and/or division deans, and to student representatives, as well as copies of 1977-78 college catalogs and class schedules, this study tracked down and reviewed some of the stumbling blocks, inconveniences, unnecessary problems, and inadvertent insults colleges unwittingly placed in the paths of nontraditional students attempting to enroll. The study was divided into two parts. Part one dealt with preparation for registration in terms of how each of the nine colleges represent themselves in their catalogs and class schedules on such items as dates, certificate and degree programs, costs, financial aid, student services and activities, and codes of conduct. Part two treats registration organization and administration, covering the state of the art, importance, responsibility, calendar, priorities and appointments, and registration systems. Nine colleges responded to the various questionnaires: Palomar, Mira Costa, Los Angeles Harbor, Santa Monica, Rio Hondo, Los Angeles Valley, Los Angeles Southwest, Grossmont, and El Camino colleges, representing ranges in size, philosophy, curriculum emphasis, ethnic distribution, and urban/suburban character. Problems with materials and procedures for each college are identified and discussed. (TR)

ED 157 567 JC 780 410

Lamar, Christine

The Development of a Learning Materials Selection Policy for Austin Community College.

Austin Community Coll., Tex.

Pub Date May 78

Note—72p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Community Colleges, Educational Needs, Guidelines, Institutional Research, *Instructional Materials Centers, *Junior College Libraries, *Junior Colleges, Library Acquisition, Library Collections, *Library Material Selection, Library Planning, *Policy Formation

This paper chronicles the development of a materials selection policy for the library and audio/visual software components of Austin Community College's (ACC) Learning Resource System. The policy would establish authority for selection decisions, the intellectual framework within which decisions are made, and selection criteria and guidelines. It would serve to protect the library and librarians from criticism of the library collection; aid general collection development; and assist librarians in building a collection responsive to user needs and supplemental to college curricula. As an aid to developing a policy appropriate to ACC, Texas community and junior colleges were asked to send copies of their policies. Of 14 respondents, six schools submitted policies which were compared to Calvin Boyer's outline that served as the tentative basis of the ACC policy. The statements generally included most of Boyer's major categories: community description, responsibility for selection, intellectual freedom, complaint procedures, specific policies for material by audience, format, and subject, and gifts and weeding policies. After reviewing study results, ACC drafted its own policy; the first draft was rejected by the governing board because it lacked community description and analysis criteria. Another draft was approved. Appendices present the approved ACC policy and copies of policies from study institutions. (TR)

ED 157 568 JC 780 411

Hawkins, William R.

Directed Field Experience for Psychology Classes at Oxnard College: An Exploratory Implementation Plan.

Pub Date 5 May 78

Note—45p.; Ed.D. Practicum, Nova University

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—College Curriculum, Community Colleges, *Curriculum Enrichment, Experiential Learning, *Field Experience Programs, Individualized Instruction, Institutional Research, *Junior Colleges, Program Costs, Program Development, *Program Proposals, *Psychology, Student Experience

Identifiers—*Dual Track Course Format, Oxnard College CA

In order to develop a plan to furnish students with field experience within Oxnard College's psychology curriculum, this study reviewed existing programs at other area colleges through a literature review and interviews with field experience directors, examined the Oxnard curriculum and developed a plan for a directed field experience program within existing course offerings. The project aimed at establishing administrative and operational procedures for the proposed program and projected program costs. Study results indicated it would be possible to integrate the field experience plan within the existing psychology program without major cost increases. The proposed plan would utilize a dual-track integrated course structure with a field experience and an instruction track integrating student experiences with course content. In addition, the plan would involve minimal clerical support and would not disrupt or require additional scheduling or facility use. A bibliography is included. Appendices cover the field experience interview form, Oxnard course offerings in psychology, and course utilization proposals. (Author/TR)

ED 157 569 JC 780 412

[Age, Sex, and Credit Hour Analysis of Fall 1977 Students and Preceeding Years.] Institutional Research Report Nos. 77/78-2, 77/78-4, 77/78-7.

Mississippi Gulf Coast Junior Coll., Perkinston.

Pub Date 78

Note—27p.; Some tables have been deleted due to irreproducibility

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Age, College Credits, *College Majors, Community Colleges, Females, Institutional Research, *Junior Colleges, *Junior College Students, Males, Part Time Students, *Student Characteristics, Technical Education, Vocational Education

These three reports analyze characteristics of Mississippi Gulf Coast Junior College students in fall 1977. The first report compares average credit hours taken by students in 1977 against 1975 and 1976 figures, and breaks down data for each of several college campuses in terms of full- and part-time registration in academic, technical, vocational and summer programs. Average credit hours taken by full- and part-time academic students decreased during the years being compared. Full-time technical student average hours

remained almost the same. Average hours for part-time technical students increased from 1976 to 1977, but not to the 1975 level. Vocational full-time students have consistently been required to take 18 credit hours. The second report analyzes students' sex distribution and compares this data with data for four Mississippi counties. Females, averaging 48.7% of the counties' population, comprised 38.1% of the student population in 1973, 40.6% in 1974, 42.6% in 1975, and 49% in 1977. The third report presents age information for fall 1973, 1974, 1975, and 1977 students by various campuses and programs. Average age varied by program: the average age for academic students was 20, for technical students was 23, and for vocational students was between 29 and 30. Data are presented primarily in tables. (TR)

ED 157 570 JC 780 413

Wallace, Ruby And Others

Myth Exposed: Academically Deficient Students Gain 2.3 Grade Equivalents in Only One Semester at a 96% Black Inner-City Community College in South Central Los Angeles Or Inner-City Academic Acceleration: How to Structure a Developmental Skills Program so that Black, Inner-City Students Accelerate Their Academic Growth Rate to a Rate 5.9 Times as Great as They Have Achieved in the Past.

Los Angeles County Superintendent of Schools, Calif.; Los Angeles Southwest Coll., Calif.

Pub Date 11 May 78

Note—35p.; Paper presented at the Annual Conference of the California Society of Educational Program Auditors and Evaluators (San Diego, California, May 11, 1978) and at the meeting of the Southern California Community College Institutional Research Association (Walnut, California, April 4, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Acceleration, *Basic Skills, Bibliographies, *Black Students, College Role, Community Colleges, *Developmental Programs, *Educationally Disadvantaged, Educational Methods, *Junior Colleges, Literacy, Program Effectiveness, Program Evaluation, Remedial Programs, School Holding Power, Student Placement

The success of the Developmental Skills Program offered at Los Angeles Southwest College, a 96% black institution, is indicated by an average student grade equivalent gain of 2.3 years in one semester; a 5 year average accelerated academic growth rate that is 5.9 times the rate of academic growth black inner-city students have experienced in the past; and an increased retention rate of 80%. The success of the program is heartening in view of the drop in student basic skills which has been decried in Los Angeles and nationwide, and of the problems which such programs face in terms of curriculum restructuring, program development, implementation and evaluation, and determining effective teaching techniques. Specific methodologies apparently related to program success include testing and placement techniques, group orientation, close instructor contact, use of skills specialists, course uniformity, non-traditional reading assignments, firm deadlines, pre- and post-testing, and required departmental meetings. A description of evaluation services offered by the Division of Program Evaluation, Research and Pupil Services is included in an appendix. References for educational program evaluation and audit, learning skills centers, and programs for disadvantaged or inner-city students are listed in a bibliography. (TP)

ED 157 571 JC 780 415

Streb, Thomas C. Hammen, William C.

Cooperative Education Guidelines for Technical Colleges and Other Associate Degree Programs.

Stark Technical Coll., Canton, Ohio.

Pub Date Jul 78

Note—148p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Community Colleges, *Cooperative Education, Cooperative Programs, Educational Finance, Federal Programs, Instructional Student Costs, *Junior Colleges, Program Administration, Program Design, Program Evaluation, *Program Planning, Publicize, *School Industry Relationship, *Technical Education, Vocational Education, Work Experience Programs

Guidelines for cooperative education in two-year technical colleges as well as for other associate degree programs are presented in this 15 chapter manual. Chapter 1 covers cooperative education history, current status, advantages and disadvantages, purposes, and information sources. Chapter 2 on personnel presents an overview and discusses the director, coordinator, secretary, and program positions within the school structure. The necessity of committees is treated in Chapter 3 along with the planning committee and its subdivisions (curriculum, fiscal, calendar, and student affairs), visiting other institutions, and the advisory committee and proposed constitution. The chronology of setting up cooperative programs is the subject of Chapter 4. Chapters 5 and 6 deal with costs and budgeting, and funding sources. Chapter 7 treats public relations and selling cooperative education. Chapters 8-10 review scheduling and course selection, job development, and record keeping. Veterans, social security, the Comprehensive Employment Training Act, and unemployment are treated in Chapter 11. Consultation and evaluation are reviewed in Chapter 12. Chapter 13 deals with United States government participation, Chapter 14 with student affairs, and Chapter 15 with United States and Canadian cooperative education surveys. A bibliography is included. (TR)

ED 157 572 JC 780 416

Young, James D.

Results of the Adult Continuing Education Survey Conducted During the 1977 Fall Evening School Semester.

Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire.

Pub Date Jun 78

Note—234p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Aspiration, *Adult Education, Age, Community Attitudes, Community Colleges, *Community Surveys, Demography, Educational Background, Evening Programs, Evening Students, Females, *Junior Colleges, Males, *Participant Characteristics, *School Community Relationship, Tables (Data), Technical Education, Vocational Education

The 1977-78 Adult Continuing Education Survey provided demographic and educational data on three populations served by Vocational, Technical and Adult Education (VTAE) District One: users (1,658), non-users (880), and past users (480). Study participants responded to group specific questionnaires designed to elicit information on sex, age, employment, educational background, county and type of residence, current income level, nearest adult/evening school center, courses taken in VTAE, interest in completion certificates and associate degrees, desire for vocational counseling, reasons for taking or not taking courses, how information on VTAE was received, as well as opinions on course fees, future course offerings, best time to take courses, number of miles willing to travel to class, and general view of the VTAE district system. Findings indicated that users attend Adult Continuing Education courses for self-improvement, recreation, and to increase job effectiveness; most respondents preferred the regular evening school semester and were willing to drive up to 20 miles for class choices. Of all respondents, the majority were female, 18-39 years old. The majority of users (64%) and non-users (62%) had income levels of $11,999 or less. Eighty-seven data tables and copies of the survey instruments are included. (TR)

ED 157 573 JC 780 417

Clowes, Darrel A.

Budget Exercise.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Note—17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Budgeting, College Administration, Community Colleges, Decision Making, *Educational Finance, *Junior Colleges, Management Education, *Management Games, Models, Money Management, *Problem Solving, Simulation

Following a discussion of the factors to be considered in constructing feasible college budgets, an exercise in budget development is presented involving a hypothetical community college with 2,500 full-time equivalent (FTE) students, 500 in developmental education, 750 each in transfer and technical programs, and 500 undecided. Exercise participants are to follow a specific funding formula that covers cost per FTE, faculty to student ratios, mean faculty productivity, and number of student credit hours equalling one FTE for each study type. For each administrative office to be funded, participants are asked to consider officer's salary, costs for secretary, fringe benefits, student wages, travel, supplies and expenses, and equipment. For each academic area to be financed, participants must indicate chairperson's salary, number of full-time faculty and average salary for each, number of secretaries and clerical staff, fringe benefits, part-time faculty earnings per each section taught, student wages, travel, supplies, equipment, and total instructional costs per area. Participants are reminded to not overlook expenses for computer rentals; unusual activities such as art/drama, allied health and graduation; and special considerations such as ratio of part- to full-time instructors, number of planned sections, and productivity by area. (TR)

ED 157 574 JC 780 418

Clowes, Darrel A.

Community College Curriculum: A Simulation.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Budgeting, College Administration, *College Governing Councils, Community Colleges, Decision Making, Evaluation Methods, Game Theory, *Junior Colleges, Management Education, *Management Games, *Models, Problem Solving, School Community Relationship, Simulated Environment, Simulation

A short exercise is presented designed to show in 45-90 minutes some of the aspects of simulation gaming as an educational tool. The simulation involves participants acting as members of a Community Advisory Council to the Board of Trustees and the President of a community college, meeting to discuss budget problems. The council represents diverse community interests, and each participant assumes the role of members whose biographies and interests are outlined in the model. Before meeting, simulation participants review a goal statement for the institution and a planning guide for the year's budget. During the actual session, participants agree on a chairman, discuss changes they want to make, and vote on proposed changes until the majority agree. After the exercise, 30-60 minutes are spent in critique and evaluation following an evaluation questionnaire that solicits information on participants' views of simulation gaming, number of minutes the group spent discussing budgeting concerns and participating in various activities, and participants' attentiveness. In addition, participants contribute questions for discussion during the evaluation period and suggestions for improving the simulation exercise. (TR)

ED 157 575 JC 780 419

A Woman's Place is Everywhere.

American Association of Community and Junior Colleges, Washington, D.C.; Hagerstown Junior Coll., Md.; Maryland State Board for Community Colleges, Annapolis.

Pub Date Oct 77

Note—46p.; Proceedings of a Working Conference on Options for Women (Hagerstown, Maryland, October 2, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Aspiration, Career Choice, Career Planning, College Majors, Community Colleges, Conferences, Counseling, *Females, *Junior Colleges, Junior College Students, Mathematics, *Self Concept, Student Financial Aid, *Student Personnel Services, *Womens Education, Workshops

This proceedings for a conference on options for women within the community college setting includes the texts of the keynote address and six workshop presentations, a workshop summary sample, a copy of the conference evaluation instrument and evaluation results, the agenda, and a list of conference participants. In the keynote address, entitled "Community College Women: A Golden Opportunity," Carol Eliason discusses women students and staff at ten representative two-year colleges in regionally dispersed areas. Workshop presentations include: "Non-Traditional Roles for Women" by Joy R. Hughes; "Support Systems for Women: A Group Presentation" by five women representing five Maryland institutions including an extensive resource list covering life and career planning, fami-

ly/school/career conflicts, self image, career exploration, financial aid, job searching, and occupational interest testing; "Make Whole the College: Fostering Women's Awareness in Higher Education" by Michael H. Parsons; "Evaluating Programs for Adult Women in Community Colleges" by Amy D. Rose; "Funding Opportunities: Maryland State Department of Education Division of Vocational-Technical Education" by Marie Tarbell; and "A Statement on Options for Women" by Gloria H. Terwilliger. (TR)

ED 157 576 JC 780 420
Robinson, Isaac A. Shearon, Ronald W.
Black Students in the North Carolina Community College System: Implications for Educational Programming.
Spons Agency—North Carolina Research Coordinating Unit in Occupational Education, Raleigh.; North Carolina State Board of Education, Raleigh.; North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
Pub Date 19 Jul 78
Note—21p.; Presented to the Southeastern Region Community College Research Special Interest Group (Williamsburg, Virginia, July 19, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Access to Education, *Black Students, College Choice, Community Colleges, Educational Planning, Extension Education, Institutional Research, *Junior Colleges, Junior College Students, Program Planning, State Surveys, *Student Characteristics, Student Financial Aid, Student Motivation, Student Recruitment

A 45-item questionnaire was used in a survey of 3,396 of the 39,988 black students enrolled in the 57 institutions in the North Carolina Community College System (NCCCS). Beyond identifying the students in relation to their demographic, socio-economic, academic, attendance, program area, and institutional attraction characteristics, the study sought to identify which segment of the black population was being served, and of this group which would have no other access to education; to determine the most effective recruitment strategies; and to assess the amount and source of financial aid to black students. The study concluded that black students enrolled in the NCCCS had different socio-economic, demographic, and attendance characteristics than those of non-black students; NCCCS tended to serve a disproportionately high share of the state's black population; community colleges/technical institutes provided a major avenue for access to educational opportunities for the non-traditional student in the black population; institutional personnel were named as the first source of information about the program by curriculum students, while extension students were more influenced by friends; black students depended primarily on their own resources for financial support; black students were motivated to continue their education primarily to earn more money and to obtain a better job. (TP)

ED 157 577 JC 780 421
Hobert, Freemont Smith, Art
A Vocational Program Articulation Process.
Riverside County Superintendent of Schools, Calif.; San Bernardino County Superintendent of Schools, Calif.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 78
Note—96p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Adult Education, *Articulation (Program), College Curriculum, Community Colleges, *Cooperative Planning, Educational Objectives, Employer Attitudes, *Interinstitutional Cooperation, Job Analysis, *Junior Colleges, Performance Based Education, Program Development, Program Evaluation, School Industry Relationship, *Vocational Education
Identifiers—Program Course Inventory

This manual provides guidelines for implementing the articulation process for vocational/technical programs at California community colleges as set up by the 71 Regional Adult and Vocational Education Councils. An introductory section reviewing the adaptation of the process to local needs, selection of participants, staff and program, basic resource materials, a working definition, funding, and meeting schedules precedes an outline of the eight steps in the articulation process. Each step is discussed relative to objectives, materials needed, coordinator and participant activities, suggestions and/or recommendations, and illustrations. Step 1 relates to completing the Program/Course Inventory (PCI) form. Step 2 deals with competencies for all Dictionary of Occupational Titles listed on the PCI. Step 3 compiles and displays step 2 information and identifies major employer groups and selects an employer review panel to verify titles and competencies which are compiled and distributed to institutions who verify them in steps 4 and 5. Verified information is compiled in summary form in step 6. Step 7 involves the development of curriculum outlines for courses on the PCI that include one or more of verified competencies. Step 8 develops articulation agreements among providers. Copies of all forms used in the steps are appended. (TR)

ED 157 578 JC 780 422
Baratta, Mary Kathryne
Follow-Up of 1977 Occupational Graduates.
Moraine Valley Community Coll., Palos Hills, Ill.
Pub Date Jun 78
Note—113p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Community Colleges, Employment Patterns, Employment Services, Followup Studies, Graduate Surveys, *Junior Colleges, *Participant Satisfaction, Relevance (Education), Student Attitudes, *Student Characteristics, Student School Relationship, *Vocational Education, *Vocational Followup
Identifiers—*Moraine Valley Community College IL

As part of a series of annual studies, this survey determined the characteristics and opinions of Moraine Valley Community College (MVCC) occupational graduates for 1976-77. Graduates of business (51 of 81 contacted), health service (72 of 151), public service (60 of 99), and technology (28 of 35) programs responded to a questionnaire that solicited information on graduates' evaluations of instructional methods, MVCC staff, programs, services, and vocational training; present activities; employers' location and type; annual salaries; and job placement. In addition, profiles of graduates in each program were compiled. Graduates rated course offering variety and content, faculty quality and availability, learning laboratory, instruction in occupational and other courses, and internship seminar as good and special cultural events, career conferences, bookstore, and safety and security as fair to good. Almost 30% of all graduates were attending college; 75% were employed full-time; and 80% were in jobs related to MVCC training. More than 50% were employed in the area and 20% in Chicago. A median salary range for all respondents was $9,601-11,520, with public service graduates reporting lowest medians. Approximately 30% were placed in jobs through MVCC sources. Student characteristics data by program are appended. (TR)

ED 157 579 95 JC 780 423
Shea, Brent Stannard, Carl
University Center and Community College Interaction: A Joint Degree Program. Final Report.
State Univ. of New York, Binghamton.
Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date 77
Grant—G007409272
Note—65p.; Appendix I may reproduce poorly
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Associate Degrees, Bachelors Degrees, Community Colleges, *Dual Enrollment, Employment Potential, Experimental Programs, *Interinstitutional Cooperation, Junior Colleges, *Participant Satisfaction, *Post Secondary Education, *Program Effectiveness, Program Evaluation, Student Problems, Universities
Identifiers—*Joint Degree Programs

This final report on the Joint Degree Program (JDP) describes a cooperative venture between Harpur College of the State University of New York at Binghamton and Broome Community College (BCC) under which Harpur students work simultaneously toward both a liberal arts bachelor's degree and a vocationally oriented associate in applied science degree. The historical development of the program, employment experiences and prospects for JDP students, institutionalization of the JDP, the planned cross-registration agreement, and transportation of students from one campus to the other are discussed. In addition, the report contains three appendices: an evaluation of the participants' attitudes toward the program, the JDP guidebook for students, and a copy of the current cross-registration agreement between the campuses. Although the JDP never intended to impact large numbers of Harpur students (the numbers were slightly smaller than originally anticipated), it has proven both educationally sound and cost effective. While extending the job opportunities of participating students, JDP has also allowed the schools to better provide other educational options for all students. The problems initially encountered by JDP students are discussed. (TR)

ED 157 580 JC 780 424
Scigliano, Virginia S. And Others
A Close Encounter: A Report of a National Charette on Community Colleges and Community Schools.
Nova Univ., Fort Lauderdale, Fla.
Pub Date Jul 78
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Community Colleges, *Community Education, Community Services, *Cooperative Planning, Delivery Systems, Educational Needs, Educational Problems, Guidelines, Interinstitutional Cooperation, *Junior Colleges, *Models, Needs Assessment, *School Community Cooperation
Identifiers—*Charettes

This monograph discusses a model, developed by conference participants using the Charette process, for facilitating the delivery of human services through the cooperative partnership of community schools, colleges, and agencies. The model is based on the premise that limited community resources require elimination of competitive systems, duplication of effort, and disorganized delivery systems in order to better provide for clients and make human services accessible and their delivery effective. Cooperative comprehensive planning would assure maximum utilization and accessibility of common resources. The model calls for identification of services through needs assessment, improved communication among institutions, agencies and community members, improved selection procedures and pre- and in-service training programs for education personnel, and development of a system for monitoring, evaluating, and improving services. The model also reviews the educational programs, facilities, services, and service populations that reflect the scope of the cooperative program, as well as a seven-step process for promoting cooperative administration efforts. Barriers to full implementation of a community education program and strategies for overcoming these barriers are suggested. (TR)

ED 157 581 JC 780 425
Hayes, Daniel T.
Procedures for Nontraditional Credit by Proficiency Examination in the Basic Speech Course at John Wood Community College, Quincy, Illinois.
John Wood Community Coll., Quincy, Ill.
Pub Date Feb 78
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—College Credits, Community Colleges, Degree Requirements, *Equivalency Tests, *Evaluation Criteria, *Junior Colleges, Language Arts, Measurement Instruments, *Public Speaking, *Screening Tests, Speech Curriculum

The procedures by which students at John Wood Community College (JWCC) can demonstrate communication abilities and receive credit for Introduction to Speech are detailed. The student desiring credit for the course, initiates the procedure by discussing it with a JWCC staff member who may refer the student to the Dean of Academic Affairs or the speech instructor if convinced that the student has a good chance of passing the exam. The speech instructor provides the student with a list of seven steps to follow to pass the proficiency exam which include: completing the 34-item McCroskey Personal Report of Public Speaking Apprehension and the revised 30-item Knower Speech Experience Inventory which assess public speaking anxiety and

extent of experience; attending an advisement interview with the instructor to discuss the test results and determine whether the proficiency exam is in the student's best interest; obtaining a list of criteria for an effective informative speech; taking the exam which includes preparing a 5-6 minute speech selected by the instructor from provided materials and delivering the speech to a three-member panel; receiving a written evaluation; completing the necessary registration forms; and paying a required fee. Students receive credit for grades of C or better. The list of proficiency exam criteria according to speech content, organization, and delivery is appended. (TR)

ED 157 582 JC 780 426
DeVuyst, Lauren And Others
Educating for Underemployment? A Comparison of Female and Male Respondents of Student Follow-up Studies.
Pub Date Jun 78
Note—22p.; Paper presented at the Annual Meeting of the North Central Region AERA/SIG Community/Junior College Research (Kenosha, Wisconsin, June 1978) ; Parts of appendix may be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—College Programs, Community Colleges, *Employment Patterns, Females, Followup Studies, Graduate Surveys, Institutional Research, Job Placement, *Junior Colleges, Males, Salary Differentials, *Sex Discrimination, Sex Stereotypes, *Technical Institutes, Unemployment, Vocational Education, *Vocational Followup
Identifiers—Gateway Technical Institute WI
This study attempted to identify enrollment patterns of male and female students at Gateway Technical Institute and employment patterns of graduates to determine whether sex role stereotyping was a legitimate concern. The study was based on annually conducted six-month and three-year follow-up studies of graduates and non-completers, and program enrollment data. Both questionnaires solicited information on the relevance of college major to current employment, unemployment, and range and average monthly wages for those employed in their training fields; 676 (92%) responded to the six-month and 380 (57%) to the three-year surveys. Comparison of female and male responses showed a higher percentage of females than males employed in their occupational training field, due in part to the large proportion of women in health services, where placement is virtually 100%. A lower percentage of 1977 women than men graduates were in the job market, and an even greater percentage of 1975 females were not in the market. Reasons tended to be sex-linked; women cited family responsibilities and men cited further schooling. Females averaged 25% less in wages than males, with a greater differential for 1975 graduates, and started at lower salaries. Respondents tended to graduate from either female or male intensive fields. (TR)

ED 157 583 JC 780 427
Fallon, Marcia
An Investigation of the Need for Formal Education at the Post-Master's Level for Community College Librarians in Florida.
Pub Date 13 Jul 78
Note—70p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Community Colleges, Developmental Programs, Educational Background, *Educational Needs, Faculty Development, *Junior Colleges, *Librarians, Library Education, *Needs Assessment, *Professional Continuing Education, Questionnaires, State Surveys, Work Experience
Identifiers—Miami Dade Community College FL
This study assessed continuing education needs of 120 of Florida's 130 community college librarians using a questionnaire which collected information on librarians' educational backgrounds, work experiences, and unmet educational needs. Findings indicated the majority of respondents had continued their education, and over 50% held administrative positions and had been at community colleges for the major portion of their careers. Librarians favored formal continuing education programs and cited relevant subject matter and convenient schedules and locations as their top priorities in such programs. Various recommendations in response to survey results are suggested, including continuing education courses and workshops for librarians at Miami-Dade Community College; the encouragement of other Florida community colleges to provide post-master's programs for their librarians; a statewide association for community college librarians and a newsletter; and the expansion of the study to include librarians at community colleges throughout the Southeastern United States. (Author/TR)

ED 157 584 JC 780 428
Hoskins, Thomas R. Merriam, Lauren E., Jr.
A Model for Teaching the American Economic System to Non-Business Majors.
Gulf Coast Community Coll., Panama City, Fla.
Pub Date 78
Note—35p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—College Curriculum, Community Colleges, Course Content, *Course Descriptions, Course Objectives, *Economic Education, Elective Courses, *Junior Colleges, *Models, *Teaching Methods, Units of Study
This model provides community college economics instructors with a flexible plan for developing instructional programs and materials to improve the level of economic understanding among non-business majors. More specifically, the model provides instructors with some exposure to the systems approach to instructional design and to appropriate instructional methods, teaching aids, references, and resource materials. In addition, the model presents suggested teaching topics upon which to base an introductory economics course. The course involves six instructional units on various aspects of the American economic system. Unit 1 defines and introduces alternative economic systems. Unit 2 deals with personal and economic freedoms. Unit 3 dissects the definition of capitalism. Unit 4 covers the law of supply and demand and the system of markets. Unit 5 concentrates on participants in the United States economic system. Unit 6 reviews the persisting issues and problems of the American economic system. Rationale for each unit, student objectives, study outlines, suggested teaching and learning activities, and resources for each unit are presented, and a list of organizations sponsoring materials on free enterprise education is included. (TR)

ED 157 585 JC 780 429
Squizzero, William E.
A Comparative Study of a Traditional Approach and a Multimedia Approach to Teaching the Accounting Cycle.
Pub Date 76
Note—116p.; Ed.D. Dissertation, Nova University
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Accounting, College Curriculum, Community Colleges, Conventional Instruction, Experimental Programs, Individualized Programs, *Instructional Innovation, *Junior Colleges, Learning Laboratories, *Multimedia Instruction, *Participant Satisfaction, Program Effectiveness, *Program Evaluation
Because of course difficulty and dryness, students of elementary accounting often have poor grades and manifest low interest and a 40-50% dropout rate. In answer to these problems, an experimental multimedia approach to teaching the accounting cycle was tested with 58 students against a control group of 62. Both groups consisted of male and female junior college students from 18-27 years old. The traditional approach involved instructor lectures, while the experimental aapproach integrated audiovisual materials with lectures and included an audio-tutorial mode session of individualized instruction in the multimedia laboratory. Study time was approximately equal for both groups, and mental ability, achievement, and attitude were measured for each participant. Although there were no significant differences in achievement and attitudes toward the course between the two groups, students in the experimental section indicated a satisfactory attitude toward the multimedia approach, and a preference for the combined individualized session and lecture instructional method. Students rated the lab experience as valuable two to one. The study suggested the possibility of such additions to the multimedia arrangement as a tutorial during the individualized session, unlimited lab use for study, review, and make-up, and an opportunity for students to borrow audio-visual materials for home study. Testing instruments are included. (TR)

ED 157 586 JC 780 430
Williams, Richard W.
Facilitating Learning in Mathematics 111: A Holistic Approach.
Pub Date 78
Note—103p.; Ed.D. Dissertation, Nova University
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Algebra, *College Mathematics, Community Colleges, Comparative Analysis, Conventional Instruction, Educational Interest, Educational Strategies, Experimental Teaching, *Instructional Innovation, *Junior Colleges, *Student Attitudes, Student Motivation, Student Teacher Relationship, Tutorial Programs
Identifiers—Malcolm X Community College IL
Two classes of Mathematics 111 students at Malcolm X College participated in a study to test and evaluate a holistic instructional delivery system intended to significantly increase students' achievement scores, retention rate, and positive attitudes toward instruction. The 29 member control group received traditional instruction, while 29 students were taught using a holistic approach that included mandatory attendance at weekly math workshops, non-graded formative evaluation quizzes to assist students and their instructor in identifying learning weaknesses and strengths, and peer tutoring. At the end of the eighteen-week semester, students (both groups) responded to a questionnaire assessing attitudes toward instruction. In addition, student achievement and retention were computed and analyzed. Findings indicated students in the holistic program earned significantly higher achievement scores and had significantly higher positive attitudes toward instruction than the control group. However, there was no statistically significant difference between the proportion of students retained in experimental and control groups. A review of related literature, some problems encountered in developing and utilizing the holistic approach, and strategies for diffusion, implementation, and change are discussed. A bibliography and a copy of the study instrument are included. (Author/TR)

ED 157 587 JC 780 431
Romoser, Richard C.
Results of Second Assessment Study of Developmental Education Programs in Ohio.
Pub Date Jul 78
Note—90p.; Prepared for the Ohio State-wide Advisory Committee on Developmental Education
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Academic Achievement, *Basic Skills, Community Colleges, *Developmental Programs, Educationally Disadvantaged, Followup Studies, *Junior Colleges, *Participant Satisfaction, *Program Effectiveness, Remedial Mathematics, Remedial Programs, Remedial Reading Programs, State Surveys
Identifiers—Ohio
As the second assessment study of developmental education programs at state-assisted higher education institutions, this 1978 study reviews reports from 27 of 57 programs receiving funds from the Ohio legislature. Reports dealing with attitudes and opinions of the programs indicated that the responses of the majority of students were strongly positive, probably due to significant improvements in basic skills. Several colleges reported modifying their programs according to student reaction and had better outcomes after making changes. Reports dealing with achievement of course objectives used a variety of measurements, yet most cited student performance improvement associated with participation in developmental services. These reports investigated student improvement in math, reading, and/or English. Math and reading skill improvements were significant for each program, with some English students increasing reading skills by two grade levels. Reports classified as follow-up studies indicated that students who had participated in developmental programs tended to do well once enrolled in regular courses, compared favorably in retention with regular students, and adjusted more easily to regular courses than non-developmental students. Summaries of all 27 reports, a list of the members of the governing subcommittee, and copies of each report are included. (TR)

ED 157 588 JC 780 432
Garlock, Jerry C.
The Introduction of the Cooperative English Test at El Camino College.
El Camino Coll., Torrance, Calif.
Pub Date 28 Jul 78

Note—13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Achievement Tests, *College Freshmen, *College Placement, Community Colleges, *English Curriculum, High School Students, *Junior Colleges, National Norms, Reading Comprehension, Reading Level, Reading Tests, Vocabulary Skills, Writing Skills
Identifiers—*Cooperative English Tests, Purdue Placement Test in English

In accordance with an English Department decision to change from the Purdue English Placement Test to the Cooperative English Test, the Research Office of El Camino College (ECC) coordinated changes for scoring and computer operations while attempting to maintain the existing student placement system, preserve the ratio of students assigned to the different courses, and adapt Cooperative English Test results to a functional instrument for the staff. Pilot studies were conducted which provided trial cut-off scores and computer card formats. ECC norms were drawn from scores of 1,888 students who took the vocabulary, level and speed of comprehension, total reading, English expression, and total English tests during spring and summer 1978. Computer placement in English courses was dependent on both total reading and total English test scores. Using the Cooperative English Test manual and the pilot study data, a comparison was drawn between the ECC norms and twelfth grade and freshman college norms. ECC students functioned between twelfth grade and freshman norms in vocabulary and English expression; their speed and level of comprehension paralleled twelfth grade norms; their total reading was only slightly higher than twelfth grade norms; and they functioned slightly lower than twelfth grade norms in total English. (TR)

ED 157 589 JC 780 433
Gordon, Helen H.
The Effects of Affirmative Action on the Role of the Employment Screening Committee.
Pub Date Jun 77
Note—33p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Advisory Committees, *Affirmative Action, Civil Rights, College Faculty, Community Colleges, Employment Practices, Equal Opportunities (Jobs), Federal Legislation, Females, *Junior Colleges, Minority Groups, *Personnel Selection, School Surveys, *Teacher Attitudes
Identifiers—*Bakersfield College CA

A selected sample of faculty at Bakersfield College was surveyed to determine their perception of the effects of a district affirmative action policy on the role of the screening committee in the hiring process. It was anticipated that many would perceive the role of the committee to have been diminished and would offer helpful suggestions for improving the screening and hiring processes. Thirteen faculty members with screening committee experience responded to a questionnaire that elicited information on number of times served, perception of the committee's importance and factors influencing its role, awareness and understanding of the district's affirmative action policy, views on the affirmative action officer's role, instances when the committee's choice had been disregarded, views on affirmative action orientation and future role, and recommendations for procedure changes in screening and/or hiring. Contrary to expectations faculty saw the committee as very important; they tended to credit increased importance of the committee to affirmative action although some felt it had been misapplied at times. Respondents provided a wealth of suggestions, including two complete models for hiring trades and industry instructors and administrators. Appendices present these models, federal regulations for equal opportunity in education, the questionnaire, and a bibliography. (Author/TR)

ED 157 590 JC 780 434
Jobe, Max Wright, Frank
A Systems Model for Planning Vocation-Technical Education.
Texas Education Agency, Austin.
Pub Date [73]
Note—7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Community Colleges, Course Objectives, Employment Potential, Individualized Programs, Job Analysis, Job Skills, Job Training, *Junior Colleges, *Models, Needs Assessment, *Performance Based Education, *Program Development, *Vocational Education

In the fall of 1974, a teacher preparation project for community college vocational/technical teachers in Texas was initiated by the Texas Education Agency and resulted in the creation of a systems approach model for planning, developing, and implementing instruction that might be adapted to all instructional and training programs. Based on the approach used by the United States Air Force in training vocational/technical personnel, the model involves four steps. The first step identifies the occupation and inventories the tasks involved in order to ascertain what a person must know and be able to do to have entry skills for that particular occupation. The second step represents the first major decision in planning and developing the instructional system; the instructor, using personal experience, occupational analysis results, and advisory group recommendations, specifies course/program content. Step three, the core of the system, involves students in activities based on individual differences and develops instructional objectives. Beginning with the task inventory, desired behavioral outcomes are identified, criterion objectives written, activities developed, and assessment procedures constructed. The final step includes follow-up and evaluation accomplished in a variety of ways of which graduate surveys is perhaps the best. Adjustments in objectives can be made from this type of feedback. (TR)

ED 157 591 JC 780 435
Feldman, Marvin
Education-to-Work-Linkages.
Fashion Inst. of Tech., New York, N.Y.
Pub Date Jun 78
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Community Colleges, Cooperative Planning, Cooperative Programs, *Employment Opportunities, *Fashion Industry, Job Development, Job Market, Job Training, *Junior Colleges, *School Industry Relationship, *Technical Institutes, Unemployment, Vocational Education

Because of the growing anomaly in the United States and elsewhere--that there is plenty of work, but not enough jobs--vocational/technical schools must develop a new, deeper level of compatibility between work and learning, keeping both systems flexible. Rather than thinking of the transition from learning to working in terms of linking disparate entities, educators and business people should think in terms of a continuum. For example, New York's Fashion Institute of Technology (FIT) has been operating as an integral part of the industry for which it trains its graduates. In addition to carefully watching graduate placement statistics to prevent specialities from drifting away from industry requirements, FIT invites industry representatives to serve on course committees; encourages faculty to accept outside consulting assignments; employs practicing professionals to teach in both day and evening programs as well as in all senior professional classes; involves industry leaders in educational activities; makes facilities available to manufacturers; and offers programs for professionals. FIT also conducts major studies for the fashion industry, such as on the causes of firm outmigration from New York City and provides industry seminars, a machine test and demonstration center, a maintenance skills upgrading center, and a newsletter on emerging technology. (TR)

ED 157 592 JC 780 436
York County Community College Services: A Summary Report, 1973-1977.
Maine Univ., Portland-Gorham.
Pub Date 15 Jul 77
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Associate Degrees, College Faculty, Community Colleges, *Delivery Systems, Educational Facilities, Educational Needs, *Interinstitutional Cooperation, *Junior Colleges, *Noncampus Colleges, Operating Expenses, *Outreach Programs, Program Administration, *Program Descriptions, Program Effectiveness, Student Characteristics
Identifiers—*Maine (York County)

A detailed demographic study of York County, Maine in 1973 found that while most existing colleges offered four-year programs, job opportunities were eight times greater for associate degree holders; that the state could not afford to construct or maintain additional campuses; and that a large number of residents lived too far from existing campuses to commute. Based on these findings, the current community college system, described in this report, was recommended and adopted. The system offers comprehensive occupational, technical and liberal arts programs, and other services meeting southern Maine's economic and cultural needs. Programs use existing public and private educational institutions and facilities such as museums, libraries, community centers, and hospitals. Conveniently located facilities are leased for regional learning centers in order to serve the largest possible population. The report considers the background of the system; its organization and structure; the function of the Joint Administrative Board as cooperative link between community interests, associate degree programs at the University of Maine at Portland-Gorham, and the learning centers; the faculty; the students; the budget; program evaluation; and future plans. An appendix presents the policies and procedures of the associate degree studies policy committee. (TR)

ED 157 593 JC 780 439
Armstrong, David F. Pressley, John F.
The Graduates 1977: A Follow-up Study of the Students Who Graduated from Montgomery College in 1977.
Montgomery Coll., Rockville, Md. Office of Institutional Research.
Pub Date 78
Note—57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—College Majors, Community Colleges, Counseling Effectiveness, *Employment Patterns, *Followup Studies, *Graduate Surveys, Job Placement, *Junior Colleges, Participant Satisfaction, *Program Effectiveness, Questionnaires, Transfer Students, Vocational Followup

As part of an annual graduate follow-up study, questionnaires were sent to all students who graduated from Montgomery College (MC) during the 1976-77 academic year in an associate degree or certificate program; 691 (62%) responded. Major reasons for attending MC were low cost, program offerings and convenient location, the same reasons reported in previous years. The percentage of graduates still in school decreased from 62% in 1975, to 57% in 1976 and 53% in 1977. The percentage of those unemployed decreased from 17% to 14% and 13% for the same years. Graduates were very satisfied with the academic and job preparation they received; 90% reported they would recommend their program and the college to their friends. Those who sought assistance from counselors usually received it; 60% of those who did so frequently received "very much assistance" and 25% received "some." A substantial minority (18%) were dissatisfied with the quality of academic advising they received. Career programs had the highest percentage of employed graduates (80%). Over 60% of full-time employed graduates either held the same job while attending school or contacted the employer on their own; the majority (57%) worked in positions directly related to their programs of study. The University of Maryland received 44% of transfer students, 93% of whom transferred more than 50 credit hours. (AYC)

ED 157 594 JC 780 440
Patterson, Stanley B. And Others
Guide to Federal Grants and Technical Assistance for Two-Year Colleges.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 78
Note—95p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Colleges, *Directories, Educational Development, *Federal Aid, Federal Programs, Financial Support, Government School Relationship, *Grants, *Junior Colleges, State Agencies, State Federal Aid, *Technical Assistance

Information about federal programs currently available to assist the development of two-year colleges is presented in this two-part guide. Part I lists those programs directly related to education and administered by the Department of Health, Education and Welfare. Part II lists programs located in other agencies providing either fiscal support or technical assistance for development

activities. Information about the kinds of activities supported by each agency, and the names and addresses of individuals to whom requests for additional information can be sent are provided. Appendices cover federal programs administered by the Bureau of Education for the Handicapped, Elementary and Secondary Education Act Title I State Coordinators, executive officers and state directors of vocational education, state arts agencies, and state agencies administering Titles III and IV of the Older Americans Act. (AYC)

ED 157 595 JC 780 442
Haase, Patricia T.
Political Crisis in Associate Degree Nursing Education: Implications for the College Administrator.
National League for Nursing, New York, N.Y.
Pub Date 78
Note—11p.
Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (Pub. No. 23-1733, $1.95)
Document Not Available from EDRS.
Descriptors—*Associate Degrees, Changing Attitudes, Educational Needs, *Health Occupations Education, Health Services, Job Skills, Junior Colleges, Medical Services, *Nurses, Professional Occupations, *Professional Recognition, Public Policy, *Role Perception, Technical Occupations
The opportunities for the growth and enhancement of the associate degree nursing program, central to the current controversy over the role of the associate degree nurse as technical or professional, should be viewed in the context of the future of health care practice and the realities of the health care marketplace. American health care is on the verge of change from acute curative care to prevention and health care education, a change likely to affect the associate degree nursing movement more than any other social concern at issue in the entry-into-practice controversy. The Health Resources Planning and Development Act of 1974 reflects this new direction towards the assumption of individual responsibility for one's own health, brought about in part by the escalating costs of hospital services. Associate degree nursing programs will be affected in that (1) fewer Americans will be hospitalized for acute treatment; (2) those in hospitals will be sicker than they have been in the past; (3) more people will be cared for in extended care facilities; (4) nurses will need to be better prepared in health education and counseling techniques; and (5) a greater percentage of care will be delivered in clinics, health maintenance organizations, ambulatory care settings and the home. In view of these prospects, the current and future role of the associate degree nurse should not be underestimated, and the junior college must begin planning to meet their new educational needs. (AYC)

ED 157 596 95 JC 780 444
Management Organization Systems Technique; A Management System for Higher Education--The Information System.
Wayne County Community Coll., Detroit, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 77
Note—25p.; For related documents see ED 134 274-275 and JC 780 445-447. Chart may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—College Administration, Data Collection, *Data Processing, Decision Making, Educational Planning, Information Utilization, *Management Information Systems, *Management Systems, *Post Secondary Education, Systems Approach
Identifiers—*Management Organization Systems Technique
This pamphlet represents the third in a six-part series describing the Management Organization Systems Technique (MOST), developed at Wayne County Community College, whose purpose is to determine the goals and objectives of a college and to assist in their attainment and evaluation. The information sub-system is designed to collect, process and feed back historical and projected data on finance, facilities, enrollments, staffing, and faculty, administrative and student performance, to provide relevant information for planning and decision-making. The requirements of the input and output components of the system include timeliness, accuracy, cost effectiveness, and relevance. System implementation takes place in five stages: (1) a feasibility study; (2) design of the system to meet specific college needs; (3) physical preparation of equipment and materials; (4) design of the necessary forms and data collection instruments; and (5) development of a procedures manual. The information system is applicable to clerical recordkeeping functions, institutional finance, and, most importantly, to strategic planning. The design of the data base, relative to data collection, processing, and output in the form of management reports, is based upon the educational objectives of the institution. (AYC)

ED 157 597 95 JC 780 445
Management Organization Systems Technique; A Management System for Higher Education--The Evaluation Sub-System.
Wayne County Community Coll., Detroit, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 78
Note—14p.; For related documents see ED 134 274-275 and JC 780 444, 446-447. Chart may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—College Administration, Decision Making, Educational Improvement, Educational Planning, *Evaluation, Evaluation Criteria, *Management Systems, *Objectives, Performance Criteria, *Post Secondary Education, Program Evaluation, Systems Approach
Identifiers—*Management Organization Systems Technique
This publication represents the fourth in a six-part series describing the Management Organization Systems Technique (MOST), which was developed at Wayne County Community College to determine the goals and objectives of the college and assist in their attainment and evaluation. The evaluation component, an essential part of the control function of a management structure, begins with data generated and processed in the information sub-system; data should be relevant, usable, and prepared in a format specifically designed for the type of evaluation to be done. These types include evaluation in the following areas: financial, institutional, organizational, instructional, student, and faculty and administrator performance. The output of the evaluation process are the finalized measures of effectiveness and efficiency in reaching goals, and a determination of the causes of deviation of institutional plans. The information is formulated to be of maximum use to management in intelligent replanning and modification, and in the selection of the optimal alternatives. Evaluation of institutional operations and programs in the MOST system is on-going; along with these normal reporting functions, procedures have been developed for reporting on special projects. (AYC)

ED 157 598 95 JC 780 446
Management Organization Systems Technique; A Management System for Higher Education--Staffing and Staff Development.
Wayne County Community Coll., Detroit, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 78
Note—22p.; For related documents see ED 134 274-275 and JC 780 444-445 and 447. Chart may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—College Administration, Educational Planning, Faculty Development, Inservice Education, Junior Colleges, *Management Systems, On the Job Training, *Personnel Needs, Personnel Selection, *Post Secondary Education, *Recruitment, *Staff Improvement, Systems Approach
Identifiers—*Management Organization Systems Technique
This publication on staffing and staff development is the fifth in a six-part series describing the Management Organization Systems Technique (MOST) developed at Wayne County Community College. The purpose of MOST is to determine the goals and objectives of a college and assist in their attainment and evaluation. The staffing and staff development sub-system is committed to a vigorous, institution-wide approach to optimizing staff performance and enhancing opportunities for professional growth. MOST first identifies the organizational structure of a college in terms of its relationship to a set of prescribed objectives, and clearly defines the responsibilities for each job. Staff recruitment and selection are based on matching individual capabilities with institutional needs. On-going staff development utilizes professional conferences and seminars, on-the-job training, sabbatical leaves and formal classroom instruction. Faculty, administrative and staff development activities each have their own specific objectives and use a variety of these instructional methods. Success in the staffing and staff development sub-system of MOST is equated with continual upgrading of the effectiveness of staff members and the most appropriate use of each individual's capabilities. (AYC)

ED 157 599 95 JC 780 447
Management Organization Systems Technique; A Management System for Higher Education--Instruction.
Wayne County Community Coll., Detroit, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 78
Note—20p.; For related documents see ED 134 274-275 and JC 780 444-446. Chart may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Behavioral Objectives, *College Instruction, Educational Planning, *Educational Strategies, *Instructional Improvement, Junior Colleges, *Management Systems, *Post Secondary Education, Systems Approach, Teaching Methods
Identifiers—*Management Organization Systems Technique
Instruction is the focus of the final pamphlet in a six-part series describing the Management Organization Systems Technique (MOST). The system was designed at Wayne County Community College to determine the goals and objectives of the college and assist management in their attainment and evaluation. The instruction component of the system takes into account the advent of higher-density, locally-covered delivery systems used by the community college to better reach the constituency, and the need for ever more enlightened information and measurement of results. MOST assumes that comprehensive planning for instruction, on-going regenerative development of instructional methods, educational accountability, and teaching by objectives will increase the relevancy of education and minimize conflict between the professionals and non-professionals. MOST provides a mechanism which requires that each academic division, department, program and course have stated and quantifiable objectives for instruction, which can be used to create procedures to measure actual benefits against those which are expected. Effective communications, a feedback mechanism, departmental control over course content, a monitoring committee and an overall administrative plan related to the academic process are utilized to ensure quality instruction. (AYC)

PS

ED 157 600 PS 009 483
Barclay, James R.
Temperament Clusters and Individual Differences in the Elementary Classroom: A Summary.
Pub Date 78
Note—80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Achievement Rating, Analysis of Covariance, *Classroom Environment, Cluster Grouping, Comparative Analysis, Curriculum Design, *Educational Alternatives, Elementary Education, *Elementary School Students, *Individual Characteristics, *Individual Differences, *Interaction Process Analysis, Intervention, Longitudinal Studies, Open Education, Personality Assessment, Sex Differences, Traditional Schools
Identifiers—*Barclay Classroom Climate Inventory
This study investigates the effects of alternate types of curriculum and counseling treatment on elementary school children categorized into six temperament-attitude clusters. Through a second-order factor analysis of a multi-trait multi-source assessment instrument (The Barclay Classroom Climate Inventory), six cluster groups of characteristics based on self-report, peer nominations and teacher judgments were identified. Utilizing

three sets of pre-post longitudinal data, an analysis of covariance was completed on scale and factor scores partialing out the effects of sex, treatment and cluster group. Similar nonparametric methods were used for indicators of problem behavior. A number of significant three-way interactions was obtained. A value judgment was made concerning the growth direction (positive or negative) of means changes for these variables and groups. The results of the study suggest that temperament-aptitude clusters present a mediating effect on outcomes of educational or counseling treatments. What works well as an intervention for one group appears to block development for another group. Evidence of the replicability of the findings is presented and study limitations are discussed. (Author/CM)

ED 157 601 PS 009 864
Shields, M. M.
The Child as Psychologist: Construing the Social World.
Pub Date [77]
Note—51p.; Filmed from best available copy
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Cognitive Development, Cognitive Processes, Communication (Thought Transfer), *Communication Skills, Egocentrism, Language Development, *Linguistics, *Models, *Preschool Children, Social Development, Socialization, *Social Relations
Identifiers—*Piaget (Jean)
This paper probes the implications for psychology of recent advances in the study of young children's acquisition of communication skills. The inadequacy of traditional ways of thinking about cognitive and social development as a base for developmental psycholinguistics is discussed and the lack of attention to the basic cognitive schemes which organize the child's construction of human persons as distinct from inanimate objects is identified as a central problem. It is argued that an attempt should be made to combine basic Piagetian methodology with recent advances in the pragmatics of natural language to investigate the logical implicature of children's communication skills. Features of the linguistic communication skills of 3- and 4-year-old children are examined to determine what they reveal about the presuppositional and pragmatic base of children's utterances. It is suggested that young children begin to construct a model of human beings acting in a rule-governed social world. The basic features of this model are described and the potential contribution of such a model to the study of cognitive development is discussed. (Author/JMB)

ED 157 602 PS 009 872
Shields, M. M.
Some Communicational Skills of Young Children: A Study of Dialogue in the Nursery School.
Pub Date Jun 76
Note—24p.; Paper presented at the Psychology of Language Conference (Stirling, England, June 1976) ; Not available in hard copy due to marginal legibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Communication Skills, Group Behavior, Group Relations, *Interaction Process Analysis, *Interpersonal Competence, *Language Development, Language Research, Linguistic Competence, Nursery Schools, *Preschool Children, Preschool Education, Research, *Speech Communication, Verbal Communication
This paper examines some of the conversational skills manifested by children within a nursery group as they organize their own activities among themselves and cope with social and didactic demands of adults. Among the features examined are the number of active and passive participants within conversing groups, the intentions and pragmatic knowledge of the participating speakers, their ability to use shared procedures and structural features of language to get their meaning across, and their ability to play a variety of roles as initiators and respondents, as information givers and information seekers, as action initiators and collaborators, and as role claimants and role assigners. Attention is also paid to whether remarks are addressed dyadically or to more than one person collectively and to the fitting or remarks of alternating speakers one with another within conversational texts, by reaction markers and acknowledgements such as yes and no, by elliptical abbreviation, and by response elicitors such as questions and tags. The psychological implications of the process of maintaining a joint field of reference and shifting attention within and between fields of reference is explored and a model of the interlacing of interpersonal and contextual meaning is considered. (Author/CM)

ED 157 603 PS 009 912
Respect for Rules and Laws: Helping Yourself and Others; A K-2 Teaching System.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date Sep 69
Note—72p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Citizenship Responsibility, *Cooperation, *Elementary School Curriculum, Grade 1, Grade 2, Kindergarten, Learning Activities, Moral Development, Primary Education, *Prosocial Behavior, Resource Materials, Safety Education, Social Relations, *Teaching Guides, Traffic Regulations
This K-2 teaching guide suggests activities which focus on teaching respect for law and order. Divided into three sections (kindergarten, grade 1, and grade 2), the guide specifies the understandings to be developed at each level and provides learning activities dealing with rules and laws governing behavior at home, in the classroom, on the playground, and going to and from school. An annotated list of relevant teaching materials (books, films and filmstrips, records and tapes) is included in each section. (CM)

ED 157 604 PS 009 960
Focus on Adoption.
Child Welfare Information Services, Inc., New York, N.Y.
Pub Date Apr 77
Note—13p.
Available from—Child Welfare Information Services, Inc., 200 Madison Avenue, New York, New York 10016 (Paper, $2.00)
Document Not Available from EDRS.
Descriptors—*Adoption, Charts, Child Welfare, Correlation, Data Analysis, *Foster Children, *Foster Homes, Tables (Data), *Trend Analysis, *Welfare Agencies
This report consists of three charts which present data on adoption patterns in New York City in the year 1976. The report is based on quarterly Child Welfare Information Service (CWIS) reports developed by Dave Fanshel and John Grundy. Each chart is accompanied by a brief explanatory text, and a summary of the findings. The charts present data on children still in care waiting for adoption; on the status of children free for adoption at the beginning of the year to the final discharge activity during 1976; and on the match between discharge objective and actual final destination. A chart for comparing CWIS with other agency data is attached as aPPendix. (CM)

ED 157 605 PS 009 961
Focus on Parental Visiting.
Child Welfare Information Services, Inc., New York, N.Y.
Pub Date Sep 77
Note—19p.
Available from—Child Welfare Information Services, Inc., 200 Madison Avenue, New York, New York 10016 (Paper, $2.00)
Document Not Available from EDRS.
Descriptors—Charts, Child Welfare, Data Analysis, *Family Involvement, *Foster Children, *Parent Child Relationship, *Trend Analysis, *Welfare Agencies
Identifiers—*Parental Contact
This report consists of seven charts which present data on patterns of parental visiting of children in foster care in New York City from October 1976 through March 1977. Information contained in the charts is derived from the quarterly Child Welfare Information Services (CWIS) reports developed by David Fanshel and John Grundy. The charts present data on the relationship between the frequency of visits and location of visits, court status of the children, ethnicity, current age, years in care, and discharge objective. The paper includes an interpretation and discussion of the charts, a summary of the findings, and letters to the editor commenting on previous FOCUS reports. Also included is a chart for comparing the CWIS data to data from other agencies. (BD)

ED 157 606 PS 010 009
Paul, James L. And Others
Mainstreaming: A Practical Guide.
Pub Date 77
Note—147p.
Available from—Syracuse University Press, 1011 East Water Street, Syracuse, New York 13210 ($9.95)
Document Not Available from EDRS.
Descriptors—*Administrator Role, Community Role, Educational Change, *Educational Planning, Guidelines, Inservice Teacher Education, *Mainstreaming, Parent Role, Program Development, *School Policy, *School Systems, Staff Role, *Teacher Education, Teacher Role
This book offers practical guidelines for planning and implementing mainstreaming at the local school level. Chapter I describes a process for planning which results in the individual school being organizationally and psychologically ready for mainstreaming. Chapter II examines the roles and responsibilities of students, parents, and the community in mainstreaming. Chapter III discusses the roles and responsibilities of central administrators and principals, regular classroom teachers, resource teachers, school psychologists, counselors and therapists relative to placement procedures, individualizing instruction, social adjustment, and parent consultation. Chapter IV describes the changes needed in in-service teacher education and discusses specific ways to implement these changes in training teachers. Chapter V focuses on preservice teacher education and analyzes the changes needed in curriculum, faculty and training procedures in schools of education. Chapter VI deals with implementing mainstreaming, including a discussion of principles of program development and implementation. Problems and issues involved in implementing mainstreaming at the local school level are also described and recommendations are made for improving that process. (Author/CM)

ED 157 607 PS 010 010
Crow, Gary A.
Children at Risk: A Handbook of the Signs and Symptoms of Early Childhood Difficulties.
Pub Date 23 Jun 78
Note—280p.
Available from—Schocken Books, 200 Madison Avenue, New York, New York 10016 ($12.95)
Document Not Available from EDRS.
Descriptors—Behavior Problems, *Emotional Problems, Family Problems, Guides, Handicap Detection, *Identification, Individual Characteristics, Interpersonal Problems, *Learning Difficulties, *Physical Health, Prevention, Primary Education, *Problem Children, Reference Books, *Risk, Teacher Role
This handbook was designed to help teachers or others working with children from ages 5 through 8 years to recognize and understand children's problems and potential problems. The book identifies 100 symptoms of physical, emotional, moral, social, sexual, and intellectual problems which indicate difficulty in a child's life. Each chapter describes a particular group of problems and includes examples of specific symptoms as well as a discussion of causes, related difficulties, degree of seriousness, and suggestions for the teacher in handling each problem. Symptom profile charts are included at the end of each chapter to help the teacher to identify and to understand the problems of particular children. The topics covered in specific chapters include academic problems, social and moral problems, childhood illnesses, family and environmental factors, vision and hearing problems, withdrawing and fearful behavior, less frequent health problems, and unusual symptoms. The appendices to the book include a list of 450 danger signs from which the 100 symptoms previously discussed were drawn, an early identification index for identifying the problems of individual children, and a first aid guide for teachers. (BD)

ED 157 608 PS 010 012
Report on Child Care Services in Ramsey County: Fees Charged and Rates of Utilization.
Ramsey County Child Care Council, Inc., St. Paul, Minn.
Pub Date Jun 78
Note—21p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Age Groups, Annual Reports, *Child Care, Child Care Centers, *Day Care

Services, *Early Childhood Education, Family Day Care, *Fees, Surveys, Tables (Data)
Identifiers—Minnesota (Ramsey County)
This report describes the second annual survey of utilization of child care services (day care homes and day care centers) in Ramsey County, Minnesota. Information about fees charged is included. Data from day care homes and centers were collected by mail or telephone. The rate of utilization of child care services was determined by county, county quadrant and community. The report categorizes day care services by four county quandrants: St. Paul West, St. Paul East, Suburban West, and Suburban East. Rates of utilization are discussed for three age ranges--infant-toddler (0-30 months), preschool (two and one half to five years), and school age (five plus years)--within each of the four quadrants. Utilization rates reported are the ratios of actual enrollment to preferred capacity, as preferred capacity is said to be a more accurate indicator of actual supply than is licensed capacity. Results concerning family day care homes indicate that 24 out of 34 communities are experiencing serious shortages of infant-toddler providers, 5 out of 34 communities are experiencing serious shortages of preschool care providers, and 23 out of 34 communities are experiencing shortages of school age providers. With regard to day care centers, three communities had serious shortages of center care for preschoolers, and one community had a serious shortage of care for infant-toddlers. Final sections of the report include tables comparing the utilization of day care homes and centers and showing the data collected from each community in the survey. (CM)

ED 157 609 PS 010 013
An Evaluation of the Pilot Child Care Sliding Fee Program in Ramsey County.
Ramsey County Child Care Council, Inc., St. Paul, Minn.
Pub Date Jul 78
Note—21p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Child Care, *Cost Effectiveness, Family Income, Family Problems, *Family Programs, Fees, Financial Needs, *Financial Support, Government Role, One Parent Family, Program Costs, *Program Evaluation, Quality of Life, Surveys, *Welfare Services, Working Parents
Identifiers—Minnesota (Ramsey County), *Pilot Child Care Sliding Fee Program
This study was designed to assess the monetary and human costs and benefits of the Pilot Child Care Sliding Fee Program in Ramsey County, Minnesota. A 21-item questionnaire was used to survey 53 of the 161 families who had participated in the program. The vast majority of the sample consisted of single, female, working-parent families with from one to four children enrolled in the program. Data from respondents' questionnaires were used to analyze direct and indirect negative effects on the families and the monetary cost to the government of terminating the program. Results showed that 23% of the families surveyed were forced to quit work to qualify for Aid to Families with Dependent Children (AFDC), reduce their income to qualify for Title XX, or place their children in cheaper but less satisfactory child care arrangements as a result of program termination. Further results showed that 62% of the families (not exclusive of the 23% reported above) made written comments about serious difficulties they had had to face when the program was terminated. Although cost data showed that the average net cost to the government was much higher during the program than either before or after, results were interpreted as showing that the program financially benefitted the government in the long run since net expenditures were somewhat lower after the program than they had been before the program. Several pages of appendices are included. (JMB)

ED 157 610 PS 010 014
Houston, Ann Jespersen
Attachment: A Study of a Child's Attachment to the Teacher as an Outgrowth of Her/His Attachment to the Mother.
Pub Date Jun 78
Note—59p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Attachment Behavior, *Interaction Process Analysis, Literature Reviews, *Parent Child Relationship, *Preschool Children, Preschool Education, Research, *Student Teacher Relationship
This paper reviews the literature on attachment, presents a study of child-teacher attachment, and discusses child-teacher attachment as a secondary relationship influenced by the prototype bonding between mother and child. The literature review traces the development of psychoanalytic thought regarding the mother-child relationship and examines the function and development of attachment behaviors. The role and biases of the mother and child in initiating, maintaining, and securing attachment are described, and the related development of intentionality in the child is briefly discussed. In the study reported, two boys and two girls ranging in age from 3 to 5 years were observed interacting with their preschool teachers. An instrument developed for this study was used to observe attachment behaviors between children and teachers. Results were interpreted as showing that the children initiated attachment by many different types of behavior, the most dominant indices being talking with the teacher, initiating a conversation, asking a question or requesting help, allowing self to be touched or held, touching, making eye contact, and smiling. In order for these forms of attachment behavior to be directed towards the attachment figure, the children oriented themselves toward the teacher by smiling or using eye contact, and maintained proximity through touch and/or vocalization. The final section of the paper discusses the significance of the infant's first use of each mode of expression as an archetype for attachment behavior in later years. (JMB)

ED 157 611 PS 010 015
Katz, Lilian G. Jacobson, Elaine
Measures of Development Among Young Children: Socio-Emotional Domain.
Mediax Associates, Inc., Westport, Conn.
Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date May 78
Contract—HEW-105-77-1006
Note—136p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Behavior Rating Scales, *Early Childhood Education, *Emotional Development, Evaluation Methods, Interaction Process Analysis, Interpersonal Relationship, *Measurement Instruments, Parent Child Relationship, Peer Relationship, *Personality Assessment, School Attitudes, Self Concept, *Social Development, *Sociometric Techniques, Student Teacher Relationship, Success Factors
This report discusses the measurement of behavioral and attitudinal aspects of young children's socioemotional development and briefly describes a variety of instruments designed to measure such development. Information given for each instrument includes: author, source, variables examined, type of measure, age of children test is designed for, and brief comments about the test. Three major types of interactions (peer, adult and task) are discussed in relation to three levels of contextual variables (geographic and ethnic, situational antecedents, and person with whom interaction occurs). Observational instruments used to assess the development of specified behaviors and attitudes vary with each of the selected dimensions. Among the attitudes examined in the measures described are self concept and school related attitudes. Parental role expectations, peer interaction behavior, classroom behavior and child task interaction are also discussed. In addition, other measures of socioemotional development and the child's social role perception and integration are outlined. Appendices include information on developmental screening tests and observational measures. (CM)

ED 157 612 PS 010 019
Forman, George E. Kuschner, David S.
The Child's Construction of Knowledge: Piaget for Teaching Children.
Pub Date 77
Note—243p.
Available from—Brooks/Cole Fublishing Company, 555 Abrego Street, Monterey, California 93940
Document Not Available from EDRS.
Descriptors—Behavior Change, *Child Development, Cognitive Development, Cognitive Processes, Developmental Stages, *Early Childhood Education, *Educational Theories, *Learning Processes, *Learning Theories, Teaching Methods, Teaching Quality, *Teaching Skills
Identifiers—*Piaget (Jean)
This book presents a theory of child development and learning and explores the implications of this theory for early childhood education. The theory is based on the Piagetian premise that the acquisition of knowledge is the result of an active process of construction. The child mentally transforms the environment by relating new information to what he already knows or believes. The purpose of preschool education within this framework is the fostering of the construction and use of knowledge and the concomitant improvement of the quality of life. The theoretical and practical framework of the book emphasizes the interdependence of knowledge, development, learning, and teaching. Development reflects progressive stages in the construction of knowledge; learning is the application of this level of knowledge to new information; the practice of teaching ideally facilitates this learning. The organization of the book reflects this theoretical framework. Section I presents the theoretical background and an overview of the contents of the book. Section II reviews the purpose of early childhood education and discusses, in theoretical terms, the acquisition of knowledge. Section III presents Piaget's theory of development and its implications for children's learning. Section IV relates the practice of teaching to the theories of knowledge, development, and learning. Section V presents practical ideas for translating theory into practice in preschool classrooms. (BD)

ED 157 613 PS 010 020
Peters, Donald L. Willis, Sherry L.
Early Childhood.
Pub Date 78
Note—118p.
Available from—Brooks/Cole Publishing Company, 555 Abergo Street, Monterey, California 93940 (Paper, $3.95)
Document Not Available from EDRS.
Descriptors—Aggression, *Child Development, Cognitive Development, Communication (Thought Transfer), *Developmental Psychology, *Early Childhood, *Fundamental Concepts, Intelligence, Language Development, Motivation, Motor Development, Peer Relationship, Perceptual Development, Physical Development, Self Concept, Sex Role, Social Development, Socialization, Sociocultural Patterns, Test Bias, *Theories
Identifiers—Piaget (Jean)
This book summarizes theory and discusses major issues pertaining to child development in the early childhood years. Chapter I provides an introduction to the conceptual framework and major theories of child development. Chapter II deals with motor, sensory, and perceptual development. Chapter III focuses on the cognitive-developmental theory of Piaget, socio-cultural variables affecting cognitive development, and the interrelatedness of areas of development. Chapter IV describes the concept of intelligence, developmental changes in intelligence, influences on intellectual development, and bias in intelligence assessment. Chapter V examines the biological foundations of language, language structures and acquisition, individual and group differences in language development, and the communication process. Chapter VI considers cognitive-developmental and social-learning theories, factors influencing socialization and the relationship of socialization to culture. Chapter VII elaborates on achievement motivation, aggression and sociability, sex-role identity, and the evolving sense of the self. Chapter VIII focuses on the links between basic child development concepts and their application. (CM)

ED 157 614 PS 010 021
[Rate Justification for Child Care.]
Community Coordinated Child Care (4-C) for Central Florida, Inc., Orlando.
Pub Date Jun 78
Note—33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Agency Role, *Child Care, Child Care Centers, *Cost Effectiveness, *Costs, *Day Care Services, Tables (Data)
Identifiers—*Florida, Social Security Act Title XX
This brief report argues against the cost analysis process currently used as a form of rate justifi-

cation by states and central agencies who are purchasing child care. Instead, a logic is proposed for negotiated rates based on expected levels of necessary costs and reasonable rates in comparison with open market levels as shown on day care centers' published rate cards. Three short papers related to these issues are included: (1) a brief rationale for predicting necessary and reasonable rates based on requirements and regulations, accompanied by an extensive breakdown of minimum child care costs in Orange County, Florida; (2) a comparison of Title XX reimbursement of child care center rates schedules in two Florida counties; and (3) a position statement on Florida standards of child care and payments for purchase of child care. (Author/JMB)

ED 157 615 PS 010 023
Taylor, Lorne J.
Evaluation of Preschool Programs. Research Bulletin No. 76-006.
Memorial Univ., St. John's (Newfoundland).
Pub Date Jun 76
Note—14p.; First draft of this paper was presented at the Annual Convention of the Canadian Psychological Association (June, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Classroom Observation Techniques, Classroom Research, *Early Childhood Education, Evaluation Criteria, *Evaluation Methods, *Formative Evaluation, Interaction Process Analysis, *Preschool Evaluation, Program Content, Program Effectiveness, Research Design, Research Problems, *Summative Evaluation

This paper presents a discussion of evaluation methods which can be used in preschool programs and emphasizes the importance of considering both outcome and process variables. Emphasizing the limitations of research which utilizes only outcome measures, the paper focuses on the benefits of an analysis of ongoing processes and interactions within early childhood programs. Two methods for observing and recording process variables are described. The first involves an open system consisting of actual descriptions or recordings of specimen behaviors of teachers and children. The second, a closed system, involves coded descriptions and includes time sampling, event sampling and trait ratings. The paper suggest that these methods of process evaluation can be used effectively to describe teaching practices, to train teachers, to monitor instructional programs and to investigate relationships between classroom activities and pupil growth. Methodological issues which arise in the use of process evaluation are also discussed. Included in this discussion are the problems of instrument choice, observer reliability, and the consideration of the degree of control the researcher has over the selection and supervision of the program being evaluated. It is suggested that only through both outcome and process evaluation will it be possible to develop the best procedures for educating young children in preschool programs. (BD)

ED 157 616 PS 010 028
Neugebauer, Roger
Organizational Analysis of Day Care.
Pub Date 75
Note—88p.; Filmed from best available copy
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrator Role, *Child Care Workers, *Day Care Services, Decision Making, Early Childhood Education, Educational Assessment, Motivation, *Organizational Effectiveness, Personnel Evaluation, *Personnel Integration, *Personnel Management, Program Planning, Resources, School Community Relationship, *Staff Improvement, Tables (Data), Teacher Role

This report of an organizational analysis of 35 day care centers in New England defines the key factors in the management of a child care organization and assesses the relative proficiency with which the centers deal with these factors. The analysis is restricted to three variables: center size, decision making (level of participation of all staff members in making major decisions), and roles (Comparison between directors and teachers within centers, as well as between directors and teachers in all centers). Data concerning staff-staff, staff-center, and center-community interactions are included. Chapter I explains the techniques and objectives of the project and includes a breakdown of the characteristics of centers visited and persons interviewed. Chapter II presents the findings in making; staff roles; staff relationships; staff motivation; organizational-environmental interaction; organizational and program planning; evaluation of the organization as a whole, the staff, the program and the individual children; and identification of additional problem areas. Chapter III presents conclusions and recommends the following criteria for the organizational health of a day care center: optimum focus on goals, soundness of decision making, utilization of internal and external resources, and openness to change. Appendices include a management self-evaluation questionnaire and an annotated bibliography. (Author/CM)

ED 157 617 PS 010 029
Taylor, Lorne
Outcome and Process Evaluation of a Day Care Center. Research Bulletin No. 75-004.
Memorial Univ., St. John's (Newfoundland).
Pub Date Jun 75
Note—27p.; First draft of this paper was presented at the Annual Convention of the Canadian Psychological Association (June, 1975)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classroom Observation Techniques, Classroom Research, *Day Care Services, Early Childhood Education, *Evaluation Methods, Formative Evaluation, Intervention, *Program Content, *Program Evaluation, Research, *Student Development, Summative Evaluation, *Teacher Behavior, Teacher Influence

This paper presents an evaluation of both process (program content) and outcome (effects on children) of a day care center and emphasizes the importance of considering process variables in order to understand program results. Subjects for the study were 25 control children who were not attending a preschool program, 25 children who attended the day care center part time, and 25 children who attended the center full time. All of the children were approximately 4 years old at the beginning of the program. The outcome evaluation focused on changes in language development, intelligence test scores, and social maturity over a 6-month period. The process evaluation involved an observational analysis and questionnaire describing teachers' behaviors in five categories: activities, materials, subjects of instruction, teacher-expressive behaviors, and program goals. The results of the outcome evaluation indicated no significant differences between the groups of any of the measures at the end of the 6-month period. The process evaluation indicated little agreement between the teachers regarding important aspects of the program. This evaluation also indicated little correspondence between teachers' ratings of the importance of various aspects of the program and their observed behaviors. The paper suggests that insignificant outcome results are more clearly understood when process variables are considered at the same time. (BD)

ED 157 618 PS 010 030
Taylor, Lorne
An Evaluation of Teach a Tot Children's Center. Research Bulletin No. 74-016.
Memorial Univ., St. John's (Newfoundland).
Pub Date [75]
Note—51p.; The questionnaire appearing in this paper has been filmed from the best available copy
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Day Care Services, Demonstration Projects, *Early Childhood Education, Educational Objectives, Family School Relationship, Medical Evaluation, Part Time Students, Program Costs, *Program Evaluation, Program Validation, *Student Development, *Summative Evaluation
Identifiers—*Teach a Tot Childrens Center

This paper presents an evaluation of the Teach-A-Tot Children's Center, a demonstration project designed to encourage the development of innovative programs in early childhood education. The evaluation encompassed six areas of program functioning: (1) linguistic, intellectual, and social development; (2) the benefits of full time versus part time attendance; (3) program goals and concomitant activities; (4) identification of medical problems; (5) program costs; and (6) the effect of the program on parent attitudes and the family environment. The children involved in the evaluation at the end of the six month experimental period included 10 children attending the center full time, 18 who attended part time, and 17 control children who were not attending any preschool program. The mean age of the children at the end of the experimental period was approximately 52 months. Results from the evaluation indicated the following: (1) significant posttest differences between the experimental and the control children in linguistic, intellectual, and social development; (2) no significant differences between part time and full time students; (3) the presence of inconsistencies between program goals and teacher behaviors; (4) clear medical benefits for center children; (5) costs per day of $9.01 and $10.53 for part time and full time students, respectively; and (6) subjective but not objective data suggesting the value of the program for the families of the center children. The evaluation suggested overall benefits for the children involved in the program and indicated areas needing improvement or further research. (BD)

ED 157 619 PS 010 031
Marindin, Hope
Handbook for Prospective Single Parents.
Pub Date 76
Note—43p.; Prepared for the Committee for Single Adoptive Parents
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adoption, Budgeting, Child Care, Equipment, *Guides, Health, *One Parent Family, *Parent Child Relationship, *Parent Responsibility

This handbook for prospective single adoptive parents provides information on locating and adopting a child, necessary clothing and supplies for children of various ages, health and day care arrangements, expenses incurred after adoption, various financial benefits and subsidies available to the adoptive parent, and legal and financial provisions which should be made by the adoptive parent for the child's support. A final section on the adoption experience focuses on the personal feelings and anxieties of the adoptive parent, and includes accounts of the parenting experiences of three particular kinds of single person adoption: trans-racial adoption, adoption by an older single person, and adoption by a single man. (CM)

ED 157 620 PS 010 032
Etaugh, Claire Hall, Patricia
Is Preschool Education More Highly Valued for Boys than Girls?
Pub Date [78]
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Attitudes, *Enrollment Influences, Enrollment Rate, Lower Class Parents, Middle Class Parents, Middle Class Values, *Parent Attitudes, *Preschool Education, Research, *Sex Differences, *Social Differences, Socialization

This paper explores the hypothesis that parents consider preschool education to be more important for boys than for girls. To test this hypothesis, the following questions were examined: (1) Are boys disproportionately enrolled in nursery school? and (2) Do parents emphasize different reasons for enrolling boys and girls? The effect of social class on these differences was also examined. Questionnaires concerning 41 reasons for enrolling one's child in nursery school were distributed to the parents of all children enrolled in nursery schools in a midwestern city. Completed questionnaires were received from 599 parents (67%). The mean ratings given by parents of girls and by parents of boys to each of the 41 reasons were compared separately for each social class. Only one difference out of 82 reached significance. However, significantly more reasons were rated as more important by boys' parents than by girls' Parents in both classes. When differences in enrollment patterns were examined, results indicated a significantly higher enrollment of boys than girls in lower class schools, but not in middle class schools. The results suggest that nursery school may be valued more highly for boys, especially by lower class parents. (BD)

ED 157 621 PS 010 040
Kline, Judy
Children Move to Learn: A Guide to Planning Gross Motor Activities.
Ohio State Univ., Columbus. Research Foundation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 77
Note—44p.

Available from—Communication Skill Builders, Inc., 817 East Broadway, P. O. Box 42050, Tucson, Arizona 85733 (Paper, $4.95)
Document Not Available from EDRS.
Descriptors—*Ability Identification, *Guides, *Individual Activities, Individual Needs, Infant Behavior, *Infants, Instructional Materials, Maturation, *Motor Development, Needs Assessment, Physical Activities, Physical Activity Level, Program Planning, *Psychomotor Skills

This guide for persons working with young children with gross motor delays is designed to be used in the assessment of gross motor abilities, the detection and identification of delays and the planning and implementation of appropriate Individual Activity Plans (IAP) for correcting the delays. Observation guidelines in the form of questions (Can the child take an object and hold it?) and appropriate activity suggestions are provided for each of five areas of motor abilities: head control, reaching and grasping, trunk control and sitting, early mobility, and pre-walking and walking. Three sample forms for recording observations are included, along with information on how to develop an Individual Activity Plan. Form A, designed for assessment of motor ability through general observation of behavior, consists of questions pertaining to vision, hearing, muscle tone and alertness. Form B can be used to record the child's progress in each of the five major areas of motor ability. Form C can be used for recording progress in the IAP. An explanation of terms, a list of suggested equipment and materials, and information on monthly developmental milestones of infants up to 15 months is also included. (CM)

ED 157 622 PS 010 046
Yahraes, Herbert
Parents as Leaders: The Role of Control and Discipline.
National Inst. of Mental Health (DHEW), Rockville, Md.
Report No—DHEW-ADM-78-613
Pub Date 78
Contract—278-76-0033 (ST)
Note—11p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00702-1, $0.70)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Behavioral Science Research, Behavior Change, Corporal Punishment, *Discipline, Fathers, Interaction Process Analysis, Interpersonal Competence, Longitudinal Studies, Mothers, *Parent Attitudes, *Parent Child Relationship, *Parent Role, *Preschool Children, Punishment
Identifiers—*Baumrind (Diana)

This paper reviews Diana Baumrind's studies of the effect of various types of parental control on children's behavior and concludes that a child is more likely to develop a sense of competence, responsibility, and independence if he or she is given firm and reasonable guidelines. A brief survey of Baumrind's first two studies of preschool children and their parents indicates that, in association with other factors, firm parental discipline makes for competent children. Baumrind's third project, a longitudinal study of 150 children enrolled in nursery school in 1967 and their well-educated, middle-class families is examined in greater detail. The phase of research reported here was on the effects of different kinds of parental discipline upon children's instrumental competence (social responsibility, independence, orientation to succeed, and vigor). Three major types of parents were identified in this study, each having different effects on preschool children: (1) authoritarian (values obedience and the preservation of order; restricts the child's autonomy; no give or take); (2) authoritative (directs child's activities firmly, consistently and rationally; sets standards, but does not regard self as infallible); (3) permissive (gives child as much freedom as is consistent with child's physical survival). Children of authoritative parents were found to be most competent in nursery school. A follow-up study of 96 of the children and their parents when the children were between 8 and 9 years old indicated that, as before, children of authoritative parents were most competent. (CM)

ED 157 623 PS 010 047
Baratta-Lorton, Mary
Workjobs II: Number Activities for Early Childhood.
Pub Date 79
Note—153p.
Available from—Addison-Wesley Publishing Company, Inc., Sand Hill Road, Menlo Park, California 94025 ($6.75, plus $0.48 shipping)
Document Not Available from EDRS.
Descriptors—*Arithmetic Curriculum, Concept Formation, Concept Teaching, Curriculum Guides, *Elementary School Mathematics, *Experiential Learning, Individual Activities, *Learning Activities, *Manipulative Materials, *Number Concepts, Primary Education, Teaching Techniques
Identifiers—*Workjobs

This curriculum guide presents a program of 20 open-ended math activities to be used to supplement the math programs in kindergarten, first, or second grade classrooms. The program consists of child-oriented counters and gameboards used to explore the concept of number from counting to making up and solving addition and subtraction equations. Each activity requires approximately 10 minutes and involves a specific action designed to illustrate a given concept. The activities involved materials such as play mousetraps and mice, leaves and trees, and airports and airplanes. The program as a whole deals with counting, 1:1 correspondence, numeral form, numeral recognition, conservation of number, relationships within and between numbers, the processes of addition and subtraction, interpreting symbols, and writing and solving addition and subtraction equations. The guide is divided into five parts. Part I introduces and describes the Workjob program. Part II presents an overview of the activities and discusses the development of the prerequisite skills necessary for the successful use of the program. Part III describes each activity and presents specific directions for making and assembling the counters and gameboards. Part IV provides directions for introducing the activities to the class, for assessing each child's progress, and for providing activities at various levels of concept development. Part V contains a glossary of materials and masters and patterns for each gameboard and set of counters. (BD)

ED 157 624 PS 010 049
EPSDT: A How-to Guide for Head Start Programs.
Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No—DHEW-OHDS-78-1119
Pub Date Aug 78
Note—42p.; For related document, see ED 145 930
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Child Care, *Clinical Diagnosis, *Early Childhood Education, Health Personnel, *Health Services, Identification, Information Utilization, *Program Guides, *Screening Tests, State Agencies
Identifiers—*Early Periodic Screening Diagnosis Treatment, *Project Head Start

This guide to the Early Periodic Screening, Diagnosis and Treatment (EPSDT) program is designed for use by health coordinators of Head Start programs. The guide defines the major components of the EPSDT program and outlines what a health coordinator should know and do to utilize the program for delivering services to Medicaid eligible children. The "Preparation" section focuses on getting ready for the school year, including contacting persons or agencies outside of Head Start. Sample letters to a state EPSDT coordinator and a screening provider are included. In subsequent sections, three major functions and activities which Head Start can perform in using EPSDT resources are identified. All three activities--outreach, arranging for screening and follow-up--are discussed in detail. Outreach informs all families eligible for Medicaid about EPSDT. Arranging for screening involves identifying screening providers, scheduling appointments and overcoming barriers which might prevent the family from receiving service. Follow-up ensures either that all health problems detected through screening receive continuing care until they are remedied, or that a pattern of continuing care is established. The appendix consists of a list of state EPSDT agencies and their addresses. (Author/CM)

ED 157 625 PS 010 050
Nye, Barbara A.
Visual Motor Development in the Head Start Child.
Pub Date [75]
Note—21p.; For related document, see PS 010 051
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, Analysis of Variance, *Perceptual Motor Coordination, Performance Factors, *Preschool Children, Preschool Education, *Racial Factors, Research, *Rural Urban Differences, *Screening Tests, *Sex Differences
Identifiers—*Developmental Test of Visual Motor Integration, Project Head Start

The purpose of this investigation was to determine whether particular variables or the interaction of the variables (sex, race, and residential location), had a significant effect on the development of visual motor skills in young children. A second purpose was to develop appropriate norm tables taking into account the findings of this study. The Developmental Test of Visual-Motor Integration (VMI) was administered to 3,766 4- and 5-year-old Head Start children in one southeastern state. The research design utilized was a 2 x 2 x 3 factorial analysis of variance, and a .05 level of significance was used. There were no significant first or second order interactions for any of the groups analyzed. Sex had no significant effect on the mean scores. Race had a significant effect on the mean scores of both 4- and 5-year-old children. White children had higher mean scores than black children on the VMI. Residential location was also found to have a significant effect on the children's mean scores. There were no significant differences between the mean scores of the rural and urban children on the VMI; however, both these groups' mean scores were significantly different from the mean scores of the children residing in mixed urban-rural counties. (Author/CM)

ED 157 626 PS 010 053
Added Dimensions to Parent and Preschool Education (Early Childhood Education): Manual for Teachers and Administrators.
Jefferson County Public Schools, Lakewood, Colo.
Pub Date [77]
Note—131p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Adoption (Ideas), *Demonstration Projects, Educational Innovation, Home Visits, Models, Parent Participation, *Preschool Programs, *Program Descriptions, Program Development, *Program Guides, *Program Planning
Identifiers—National Diffusion Network

This program guide describes the Added Dimensions to Parent and Preschool Education program, a Developer/Demonstrator project of the National Diffusion Network. The Added Dimensions model provides a classroom program for 3- and 4-year-old children as well as parent involvement, home visitation and developmental screening components. The guide is one of a series of program publications written to assist others in adopting or adapting the Added Dimensions model. The guide is divided into eight chapters. Chapter I provides a short description of the program and an outline for using the guide in program planning. Chapter II presents strategies for determining and developing community support for the program. Chapter III discusses some of the decisions involved in program planning, including such issues as location, funding, and eligibility of children. Chapter IV describes the program requirements for staffing, and staff development, curriculum, classroom environment, parent involvement, and home visits. Chapter V describes the key elements of the model which must be included for successful adoption of the program. The remaining chapters present a sample month-by-month schedule describing program operations, a list of sources for program materials, and a collection of forms used in the program. Throughout the guide, numerous worksheets and step-by-step outlines are included to assist those interested in the adoption of the Added Dimensions model. (BD)

ED 157 627 PS 010 054
Winget, W. Gary
A Working Paper on Child Day Care Policy Proposals for the State of Minnesota.
Ramsey County Child Care Council, Inc., St. Paul, Minn.
Pub Date 29 Jun 78
Note—12p.; Prepared for Governor's Task Force on Families
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Child Care, *Day Care Services, Early Childhood Education, *Policy Formation, Public Policy, Social Services, *State Aid, *State Legislation, State Programs, Welfare Services, *Working Women
Identifiers—*Minnesota
This position paper argues that public and private policies in Minnesota are not responsive to the large scale entry of women into the labor force and proposes a series of basic long-range strategies and specific child day care policies aimed at alleviating the hardships and inequities existing for working women and their families. It is suggested that Minnesota should review state and federal policies to determine which policies should be continued and/or altered, and what new policies should be enacted. Four long-range strategies are proposed: (1) introducing flexibility into the structure of work, (2) providing support for supplying formal child day care services, (3) providing assistance to parents in purchasing child day care services, and (4) making supportive child development services available to all formal and informal child care services. Sixteen specific policy proposals pertaining to these long-range strategies are presented. (CM)

ED 157 628 PS 010 055
Winget, W. Gary
Paper on the Role of Minnesota's Public Schools in Early Childhood and Family Education and Child Day Care.
Ramsey County Child Care Council, Inc., St. Paul, Minn.
Pub Date 3 Nov 77
Note—8p.; Paper presented at the Better Education Legislative Liaison Conference (November 3, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agency Role, *Board of Education Role, Child Care, Cooperative Planning, *Day Care Services, *Delivery Systems, *Early Childhood Education, Family School Relationship, Governing Boards, Policy Formation, School Role, Social Services, *State Legislation, *Welfare Services
Identifiers—*Minnesota
Three propositions related to how Minnesota should address the needs of young children and their families are presented and discussed briefly in this position paper. The propositions are: (1) The Minnesota Legislature should mandate county boards/Human Service Boards to assume the leadership role in coordinating and planning services to young children and their families; (2) the Legislature should mandate that local school boards plan, organize and fund early childhood and family education services; and (3) the Legislature should mandate that county boards/Human Service Boards plan, organize and fund child day care services. These propositions are presented within the context of past and current trends at the local, state, and national levels. (Author/CM)

ED 157 629 PS 010 056
Fagen, Jeffrey W.
Behavioral Contrast in Infants.
Pub Date 78
Note—26p.; An abbreviated version of this paper was presented at the Annual Meeting of the Midwestern Psychological Association (50th, Chicago, Illinois, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Cues, *Infant Behavior, *Infants, *Motor Reactions, Peer Groups, Reaction Time, *Reinforcement, Research, *Response Mode, Self Control, *Visual Stimuli
This study used the behavioral contrast paradigm to assess the excitatory and inhibitory capabilities of young infants. Behavioral contrast is described as the phenomenon whereby the rates of responding in the presence of two stimuli, both of which were previously associated with reinforcement, change in opposite directions when only one of them becomes associated with the reinforcer. In the study, 20 infants 93 to 120 days old were trained on 2 days to produce rotation of an overhead mobile via right footkicks in the presence of two visual cues. After achieving a criterion of stable responding on a third day, one group of infants receiVed alternating 30-second periods of reinforcement and nonreinforcement with one cue signalling each component of the reinforcement schedule. These infants dramatically increased their rate of response when reinforcement was available; however, the expected corresponding response decrease during nonreinforcement periods was not evidenced. Control infants, who continued to receive continuous reinforcement throughout the third-day session, did not change their rate of response from criterion. All infants returned to a similar response rate on a fourth day when reinforcement was continuously available for both groups. Results indicated that young infants manipulated their visual environments in relation to changes in reinforcement density from previous reward experiences. Finally, the ability of young infants to rapidly inhibit previously reinforced motoric responses was discussed. (Author/CM)

ED 157 630 PS 010 057
Gross, Thomas F. Hayes, Donald S.
Induced Visual and Verbal Rehearsal and Problem-Solving Efficiency in the Preschool Child.
Pub Date 78
Note—14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (50th, Chicago, Illinois, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Concept Formation, Information Seeking, Learning Processes, *Mediation Theory, *Preschool Children, *Problem Solving, Research, Stimulus Behavior, Stimulus Generalization, Task Analysis, *Training Techniques, Transfer of Training, *Verbal Stimuli, Visualization, *Visual Stimuli
This study assesses the effects of visual and verbal rehearsal on the problem solving efficiency of preschool children. The study examines the use of stimulus pretraining designed to induce verbal rehearsal and compares the effectiveness of induced verbal rehearsal with the effectiveness of induced visual rehearsal. Fifty-four middle class preschool children with a mean age of 61.4 months were assigned to one of three conditions: (1) verbal rehearsal, (2) visual rehearsal, and (3) control. Children in each condition participated in a stimulus pretraining session followed by a concept discovery task presented in the blank-trials format. Results indicated that visual rehearsal led to greater solution performance and more hypothesis testing than did verbal rehearsal, and to the use of hypothesis-systems rather than position-dominated response patterns across blank-trial probes. It is suggested that the visual rehearsal procedure used in the training sessions provides a useful operational definition of the visual rehearsal process. (Author/BD)

ED 157 631 PS 010 058
Townsend-Moller, Darlene A.
The Imperceptibly Handicapped Preschool Child in the Classroom: An Approach to Knowledge, Awareness, and Understanding.
Pub Date Nov 77
Note—14p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, Illinois, November 10-13, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Allergy, Classroom Environment, Diabetes, Epilepsy, *Handicapped Children, *Normalization (Handicapped), Parent Role, Parent Teacher Cooperation, Peer Relationship, Physicians, *Preschool Programs, *Self Concept, *Special Health Problems, *Teacher Role
Identifiers—*Imperceptibly Handicapped
This paper discusses the preschool classroom needs of the imperceptibly handicapped child who has a medically-diagnosed physical condition which includes unpredictable episodes placing the child in a temporary state of dysfunction. (epilepsy, juvenile diabetes, and severe allergies are examples of such handicaps.) In most cases the child is capable of functioning normally in the classroom. It is suggested, however, that the development of knowledge, awareness, and understanding on the part of teachers and peers will encourage the development of a positive self-concept and will increase the child's changes for success in the preshcool program. The importance of developing close communication among family, physician, and the preschool teacher is emphasized. It is suggested that the preschool teacher can provide a valuable service by developing a local program bringing together these three groups to share information and increase their understanding of the characteristics and management of these physical conditions. A description of the symptoms of epilepsy and juvenile diabetes is provided and the teacher's role in coping with periodic seizures or insulin reactions is discussed. (BD)

ED 157 632 PS 010 059
Bishop, Doris
Two Innovative Programs in a Small Town in Iowa: Planning, Development, and Evaluation.
Pub Date [78]
Note—11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrative Problems, Class Activities, Classroom Communication, *Classroom Guidance Programs, Educational Problems, *Elementary School Students, Group Discussion, Group Dynamics, *Individualized Instruction, Kindergarten, *Mental Health Programs, Parent Participation, Primary Education, Program Descriptions, *Program Development, *Self Esteem, Teacher Aides
Identifiers—Iowa (Muscatine)
This paper describes two programs for primary grade children designed to increase students' sense of self-esteem by enabling them to have a more successful school experience and to minimize maladaptive behavior related to school stress. The programs were developed as preventative programs to decrease later school problems. A Child-Aide program was initiated at the kindergarten level, and, after the first year, served 30 children from 10 kindergartens in three schools. The program involved the identification of children with potential school problems through teacher ratings and a parent questionnaire. An aide was hired to work individually with three of these children from each kindergarten class for 20-minute daily sessions. The second program involved weekly class meetings for first grade children. These meetings were designed to encourage the development of: (1) self-esteem and personal identity, (2) group identity, and (3) a sense of unity within the family. The meetings focused on ways in which the participants could help each other in resolving school problems. Parents were encouraged to attend each meeting. Followup studies indicated some positive results from the programs. In addition to describing the implementation and evaluation of the programs, the paper also discusses some of the problems and solutions involved in the development of new programs in a conservative community with limited funds. (BD)

ED 157 633 PS 010 060
Coonrod, Debbie
Four Selected Paternal Child-Rearing Practices and Their Relationship to Sex-Role Preferences of Four-Year-Old Nursery School Children.
Spons Agency—Indiana Univ., Bloomington. School of Education.
Pub Date [74]
Note—18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Child Rearing, Corporal Punishment, Discipline, *Fathers, *Parent Influence, *Preschool Children, Research, Rewards, Sex Differences, *Sex Role
This study was designed to investigate the relationship between selected paternal child-rearing dimensions and the sex-role preferences of four-year-old nursery school children. The IT Scale for Children was used to assess the sex-role preferences of 50 boys and 50 girls and the Child-Rearing Family Practices Inventory was administered to their fathers. Four paternal child rearing factors were examined: (1) use of reward, (2) use of physical punishment, (3) Promotion of independence, and (4) strict discipline. Results showed that nearly all of the 50 boys had clear cut masculine preferences while the girls were more equally divided between those with clear cut feminine preferences and those indicating masculine preferences. Findings showed a correlation between paternal promotion of independence and boys' masculine sex-role preference. The sex-role preference of girls was not shown to be related to specific fathering behaviors. (JMB)

ED 157 634 PS 010 063
Carter, Bernardita Yarur
Mainstreaming: The Effects on Social Interaction Among Preschoolers.
Pub Date [77]
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Experiments, Handicapped Children, *Interaction Process Analysis, *Mainstreaming, *Peer Acceptance, *Preschool Children, Preschool Education, Research, Social Behavior, *Social Relations, *Sociometric Techniques

This study determined the sociometric status of "referred" children (with emotional and/or learning problems) and "stable" children enrolled in a mainstreamed preschool program in an effort to determine whether mainstreaming affects the social interaction among preschoolers functioning at different developmental levels. Two separate experiments were conducted. In the first, 16 preschoolers (7 referred and 9 stable) were interviewed individually on two consecutive school days. Individual pictures of each child arranged randomly on a bulletin board were used in conjunction with a questionnaire to determine the sociometric status of each child (the child pointed to individual pictures of one or more children in response to the interviewers questions). In the second experiment, the subjects were the same preschoolers plus two new children (8 referred and 10 stable). The choice of classmate of each child was recorded turn chose a classmate to line up with for outdoor play). The degree of cross-group interaction and acceptance/rejection level was determined by an analysis of the choices of the first five children of each day. The results of both experiments supported the hypothesis that cross-group social interaction does exist among mainstreamed preschoolers functioning at different levels. Social acceptance or rejection of the child apparently was not due to his/her developmental level, but to the interaction of other variables. (CM)

ED 157 635 PS 010 064

Buckner, John H. And Others

Supportive Evidence for the Language Experience Approach at the Kindergarten Level.

Pub Date Apr 78

Note—15p.

Journal Cit—Graduate Student Association Journal; V1 p15-29 April 1978

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Beginning Reading, Educational Alternatives, *Followup Studies, Kindergarten, *Language Experience Approach, Primary Education, Reading Achievement, Reading Development, *Reading Programs, *Reading Readiness, Research, *Teaching Techniques

This study compared the first grade reading comprehension and vocabulary scores of children who were exposed to a Language Experience Approach in kindergarten to the scores of children who participated in a traditional kindergarten reading readiness program. Two groups of 22 students each were matched for sex and for scores on standardized reading readiness tests administered at the end of the kindergarten year. Students in the experimental group had participated in the Language Experience program while students in the control group had participated in the traditional readiness class. Students from both groups were randomly placed into first grade levels and received reading instruction through a basal reading program. The Gates-MacGintie Test, Primary Form A, was administered to all students at the end of first grade. Scores from the comprehension and vocabulary sections of the test were used to compare the reading progress of the experimental and control groups. Results indicated significantly higher scores on both subtests for the students who were exposed to the Language Experience program. The results suggested that the Language Experience program should be continued and should be expanded to include all kindergarten students. (BD)

ED 157 636 PS 010 070

Farrell, Mona

Familial Factors: A Critical Dimension of Early Identification.

Pub Date May 78

Note—18p.; Paper presented at the Annual Conference of the Council for Exceptional Children (Kansas City, Missouri, May 2-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Achievement, *Child Development, Childhood Needs, *Family Environment, Fathers, Literature Reviews, Mothers, Nutrition, One Parent Family, Parent Child Relationship, *Parent Education, Parent Influence, *Parent Role, *Preschool Children, Stimulation, *Success Factors

This paper briefly discusses the effects of home environment, parenting, family configuration (number spacing of children) and nutrition on young children's mental development and subsequent school success. Variety and richness of home stimulation are identified as crucial to the child's later academic success. The quality of mothering and fathering and the effectiveness of the one-parent family are discussed in terms of the child's language development, acquisition of social skills, and physical well being. Family configuration and the resulting amount of attention received by each child are reported to be important in influencing the child's intellectual development and academic achievement. Research is cited to indicate that early malnutrition has lasting effects on children's motor and adaptive behavior, language and personality. In conclusion, it is suggested that parent education is the most feasible way of meeting the needs of all children, and several model programs of parent education are identified. (CM)

ED 157 637 PS 010 071

Bronfenbrenner, U. And Others

Day Care in Context: An Ecological Perspective on Research and Public Policy. (Revised Edition).

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date Jun 77

Note—67p.; For related documents, see ED 149 861 and PS 009 986 - PS 010 006

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Child Development, Cognitive Development, *Day Care Services, Early Childhood Education, *Family Relationship, Family Structure, Historical Reviews, *Literature Reviews, Parent Child Relationship, *Public Policy, Research Methodology, Social Development, *Social Structure

This paper presents an analysis of day care research and practice in the United States from an ecological perspective, examining the impact of day care on the family and society as well as on the child. Part I contains a summary of major conclusions regarding substantive findings of existing day care research and a statement of policy recommendations in the light of available knowledge. Changes in the structure and position of the American family in recent decades are traced and concomitant changes occurring in the development of children are examined. Existing research on day care is analyzed with two considerations in mind: the strengths and limitations of the scientific findings as indicators of the direct effects of day care on child development, and the significance of the existing research for understanding the broader effects of day care. Part II contains the background data and analyses underlying the conclusions presented in Part I. Specific areas examined include: (1) cognitive development, (2) mother-child relationship, (3) social development, and (4) effects of day care on the family. (JMB)

ED 157 638 PS 010 072

Schmid, Jeannine

Montessori for Everyone? Adapting Montessori for the Regular Classroom.

Pub Date [78]

Note—9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Child Development, Classroom Environment, Classroom Materials, Cognitive Development, *Educational Philosophy, *Independent Study, Individual Activities, *Inservice Teacher Education, *Primary Education, *Public School Teachers, *Teaching Methods, Teaching Techniques

Identifiers—*Montessori (Maria)

This paper briefly reviews criticisms directed against the Montessori method, and summarizes results of a survey of primary school teachers using the Montessori method in regular classrooms. Eight teachers, teaching daily in regular public school classrooms and enrolled in the Montessori Teacher Training Program of Buffalo on Saturdays, were asked to write a report on what (if anything) they did with their children that was a direct result of their exposure to Montessori methods. The most consistent comment (made by all trainees) was the need felt by all the teachers to study child psychology and cognitive psychology. Changes in teacher strategies, classroom environment, and classroom materials were reported. These changes are discussed in detail. (CM)

ED 157 639 PS 010 073

Powell, Marilyn

The Relationship of Cognitive Style, Achievement, and Self-Concept to an Indicated Preference for Self-Directed Study.

Pub Date Nov 77

Note—21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (6th, Birmingham, Alabama, November 9-11, 1977) ; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Achievement, Cognitive Style, Elementary Education, *Individual Characteristics, *Individual Study, Instructional Improvement, Intelligence Factors, Research, Self Concept, *Student Attitudes, Student Evaluation, *Student Role, *Teaching Techniques

This study investigates the relationship between selected student characteristics and an indicated preference for self-directed study. Additional relationships between academic achievement, self concept, cognitive style, and teacher ratings are also examined. Subjects for the study were 58 students from grades five through eight in a large county school system. Scores from tests of achievement, mental ability, self concept, reflection/impulsivity, and field dependence/independence were used for the analyses. In addition, students were asked their preference for self-directed study in math, English, both subjects, or neither subject. Teachers were also asked to rate each student's ability to profit from this instructional mode. Results indicated significant correlations between field dependence/independence and math and English achievement. No significant correlations were found between reflection/impulsivity and achievement; between cognitive style and self concept; or between preference for self directed study and teacher ratings, cognitive style, achievement, self concept, IQ, race, sex, age, or grade level. The paper suggests that students should not be assigned to self-directed study on the basis of these variables, but that student choice should be taken into consideration. The results suggest that instruction can be improved through the consideration of student needs and student preferences. The need for further research is emphasized. (BD)

ED 157 640 PS 010 075

Forrest, Constance R. Docherty, Edward M., Jr.

Interpretations of Child Behavior by Older Adults.

Pub Date Mar 78

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavior Rating Scales, *Infant Behavior, *Older Adults, Research, Sex Differences, *Sex Role, *Sex Stereotypes

This study examined sex-role typing in older adults' interpretations of young children's behavior. Participants were 48 older adults averaging 64.7 years of age. Videotapes were made of the play behavior of each of two toddlers, a female and a male matched in body type, hair length, dress (plain tee shirt and shorts), and in the activities in which they were filmed. Subjects were shown the two videotapes under one of two conditions: half the subjects were deceived as to the sex of the children they were viewing, while the other half were correctly informed of the children's sex. Subjects were asked to indicate the amount of contact they had had with small children and to rate each child's behavior using a number of sex-linked adjectives. Results showed that females did not describe the children along stereotypic sex-role dimensions, ascribing similar characteristics to children of both sexes. Males reporting little contact with children described the children in stereotypic sex-role terms, while males reporting high contact reversed this pattern, describing children as possessing fewer stereotypic characteristics of their attributed sex. (Author/JMB)

ED 157 641 PS 010 077

Ball, William A. Dibble, Ann

Perceived Movement in the Visual Crib.

Pub Date Apr 78

Note—16p.; Paper presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Experiments, *Infant Behavior, *Infants, *Motion, *Perceptual Development, Perceptual Motor Coordination, Research, Self Control, *Stereopsis, Video Tape Recordings, *Visual Acuity

In this study, two similar depth perception experiments were conducted to investigate 3-month-old infants' perception of changes in depth while they were being moved. In the first, the subjects, 18 infants (80 to 105 days old) were lowered face down towards the textured floor of a 3-sided enclosure (visual crib). Three experimental conditions were used: babies were lowered until their heads were (1) in contact with the floor, (2) 10 cm. from the surface, and (3) 20 cm. from the surface. Head rotation occurring prior to any contact with the surface was considered withdrawal. In the second experiment, 8 infants (90 to 104 days old) were observed in three different stages of motion: (1) contact as in Experiment I, (2) approach to 20 cm. With a sharp deceleration at the end of the movement, and (3) horizontal motion near the surface of the crib. The procedure was similar to Experiment I except for the conditions of locomotion. Videotape recordings were made in both cases. Results indicated that infants perceive changes in depth during their own displacement, as the contact condition produced the greatest frequency of head withdrawal in both the experiments. (CM)

RC

ED 157 642 95 **RC 010 464**

McConnell, Beverly

Training Migrant Paraprofessionals in Bilingual Mini Head Start. Interim Evaluation 1976-77 Program Year. Evaluation of Progress No. 10 in a Series.

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Achievement, Community Involvement, Formative Evaluation, Inservice Teacher Education, *Interstate Programs, Material Development, *Migrant Education, *Mobile Educational Services, *Paraprofessional School Personnel, Parent Participation, *Program Effectiveness, Test Results

Identifiers—*Texas (La Grulla), *Washington

The project operates year-round sites at Connell and at Moses Lake, Washington. A mobile site which operates in La Grulla, Texas during the home base period, sends teachers out to follow migrant families as they move north for seasonal farm work, operating the educational program in temporary sites along the northern work route. The project consists of five components: instruction, training, parent/community involvement, materials development, and management. The evaluation plan for the 1976-77 program year calls for an abbreviated mid-year progress report. This mid-year report presents the results of the Cooperative Preschool Inventory; the Spelling, Math, and Reading subtests of the Wide Range Achievement Test; the Peabody Picture Vocabulary Test; and the BMHS Test of Cultural Concepts which were administered to the project children. A narrative evaluation summarizes progress in the other project components. The report indicates that at mid-year: the children are making "outstanding" educational gains; in-service training is in progress at all sites and indications are that goals will be met; all goals in the parent/community involvement and management components are being met; all materials development goals are on target, and a considerable effort beyond that called for in the program goals for this year is being made. (NQ)

ED 157 643 **RC 010 494**

Haro, Carlos Manuel

Mexicano/Chicano Concerns and School Desegregation in Los Angeles. Monograph No. 9.

California Univ., Los Angeles. Chicano Studies Center.

Pub Date 77

Note—98p.; Not available in hard copy due to author's request.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Community Attitudes, Court Cases, Court Litigation, Defacto Segregation, Dejure Segregation, Educational Opportunities, Enrollment Influences, Equal Education, *Expectation, *Integration Litigation, *Mexican Americans, *School Integration, Supreme Courts

Identifiers—*California (Los Angeles), Chicanos, *Crawford v Board of Education City of Los Angeles

On June 26, 1976, the California State Supreme Court affirmed a 1970 lower court decision that the Los Angeles City Unified School District was segregated and school desegregation was ordered. The Supreme Court decision was of great importance to the large population of black residents in the district. However, unlike other desegregation efforts, the Los Angeles plan would affect a third major ethnic group: the Chicano/Mexicano community. Few districts have student enrollments that are approximately equally divided among three ethnic/racial groups: white, black, and brown. Focusing on the desegregation case, Crawford vs Board of Education of the City of Los Angeles, this paper revolves around the Chicano/Mexicano perceptions and expectations regarding racial/ethnic desegregation. The paper reviews the educational achievements and the schooling experience of the Chicano in the United States; provides a brief introduction to the involvement of the judiciary in the provision of equal educational opportunity, specifically with school desegregation; considers school segregation in Los Angeles, the findings of the trial court in the Crawford decision, and the State Supreme Court decision; discusses the importance of school district desegregation for the Chicano; and provides the Chicano perspective, as obtained from interviews with Chicano residents and local community leaders. Appended are a chronology of the Los Angeles school desegregation, and the Superior Court Judge's opinion on the rejection of the Los Angeles Board of Education, March 1977 desegregation plan. (Author/NQ)

ED 157 644 **RC 010 534**

About Indians: A Listing of Books, 4th Edition.

Department of Indian Affairs and Northern Development, Toronto (Ontario). Education Div.

Pub Date 77

Note—351p.; Reproduced by permission of the Minister of Supply and Services Canada ; Photographs removed due to poor reproducibility

Available from—Public Information Branch, Indian and Northern Affairs Department, 400 Laurier Avenue West, Ottawa, Ontario, Canada, K1A 0S9 (Free)

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Adolescent Literature, American History, *American Indian Culture, *American Indians, *Annotated Bibliographies, Anthropology, Art, Books, *Canada Natives, *Childrens Literature, Cultural Background, Cultural Factors, Cultural Traits, Culture Conflict, Elementary Secondary Education, Eskimos, Folk Culture, Foreign Language Books, Kindergarten, Leadership, Life Style, Reading Materials, Religion, Socioeconomic Influences

Identifiers—Aboriginal Rights, Ceremonies, Inuits

Compiled to provide information for teachers, librarians and other persons interested in books written about American Indians, this annotated bibliography cites 1,452 books about the Native peoples of North and South America. Those books having Canadian authorship or specific Canadian interest, are indicated by a maple leaf. Canadian Indian university students read the books, reviewed each one critically, made value judgments on their content, and prepared annotations accordingly. The annotations reflect the opinions of the students who prepared them. As an aid to purchasing, the books are classified according to interest level: Kindergarten to Grade 3, Grade 3 to Grade 6, and Grade 6 and beyond. Many of the entries in "Grade 6 and beyond" are books written for adults, although they may also be suitable for young people in the process of maturing. The bibliography also includes a section of books about Indians which are available in French, with annotations prepared by French-speaking Indian university students. Although some of the books listed are out of print, they have been included because they may still be found on bookshelves in libraries, or obtained from book dealers. For those wishing to order a large number of books, a list of book wholesalers from the "Canadian Publishers Directory" is included. Author, title, and comprehensive subject indices are appended. (NQ)

ED 157 645 **RC 010 536**

Ledesma, Antonio L., Comp. And Others

Dialogue with Asia's Rural Man. A Report of the Development of Human Resources in Rural Asia Workshop (DHRRAW) (Swanganivas, Thailand, August 4-25, 1974).

Centre for the Development of Human Resources in Rural Asia, Manila (Philippines).

Pub Date 4 Aug 74

Note—125p.; Sponsored by the Bureau of Asian Affairs

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Citizen Participation, Communication (Thought Transfer), Community Development, Conference Reports, *Developing Nations, *Economic Factors, Educational Planning, Foreign Countries, *Government Role, *Human Development, Human Dignity, Quality of Life, Rural Development, *Rural Population, Social Change, Socioeconomic Influences

Identifiers—*Asia, Freedom

General objective of the workshop was to provide a forum for Asian rural leaders in which they could discern the significance and implication of crucial processes by which human potentialities are harnessed for the integral growth of rural peoples and communities. The central question addressed was how to combine economic growth with social justice; although the target economic growth rate (based on the Gross National Product) has been exceeded, the great mass of rural peoples in the Third World remains distressingly poor, undernourished, illiterate, and unemployed. Although it was felt that rural man can win participation in his own development when two other related goals of development are considered (economic growth and freedom), in Asia the interplay between these three essential factors remains one of conflict rather than of mutual reinforcement. Three central themes emerged: the role of government in development; the people as subjects of development; and participation as a strategy of human development. Under those themes, participants chose to further explore modernization, education and training, human settlements and land use, participation strategies, communication, and rural socioeconomic structures and external systems. Representatives from 12 Asian nations participated; their national reports are included, as well as their blueprints for action and personal reflections. (BR)

ED 157 646 **RC 010 574**

Costo, Rupert Henry, Jeannette

Indian Treaties: Two Centuries of Dishonor. American Indian Reader: Current Affairs, Volume 5.

Pub Date 77

Note—243p.

Available from—Indian Historian Press, 1451 Masonic Avenue, San Francisco, California 94117 ($6.95 each; $4.00 for five or more copies)

Document Not Available from EDRS.

Descriptors—*American Indians, *Conflict Resolution, Court Litigation, Culture Conflict, Dissent, *Federal Government, *Government Role, Legal Problems, Legal Responsibility, Policy Formation, Political Attitudes, *Political Power, Racism, Reservations (Indian), Self Determination, Socioeconomic Influences, *Treaties, Tribes, United States History, War

Identifiers—American Indian History, *American Indian Policy Review Commission, Tribal Government

Today self-determination, economy, tribal jurisdiction, taxation, water and resource rights, and other aspects of American Indian affairs are affected by issues raised through the treaties and agreements made with Indian nations and tribes, and through the executive orders and statutes. Government policy has been influenced by the pressure brought to bear on the federal government by the states, settlers, gold miners, corporations, large landowners, and the majority population. With the opening of the 1970's, a national

anti-Indian movement has been organized. Tribes have provided documented evidence of violations of the trust responsibility and obligations of the federal government to the American Indian Policy Review Commission which was established in 1975. Data were provided in quantity fully sufficient to support the final recommendations made by the Commission in its Report. Of the Commission's 11 members, only Representative Lloyd Meeds dissented from the Report and Recommendations. Today the Indian nations are bringing their forces together in order to protect their rights. This publication presents a discussion of the Indian treaties and how they affect Indian affairs, treaties as the "supreme law of the land", and the Meeds dissent; an overview of tribes today; and a discussion of solutions. Appended are a report of the establishment of the American Indian Policy Review Commission; a chronology of Indian treaties, agreements, and major laws which apply to all tribes; and the Council of State Governments resolution on the American Indian Policy Review Commission. (NQ)

ED 157 647 RC 010 601

Skanes, Graham R.

Ability Changes in Children Moving from Small to Large Isolated Communities. Institute for Research in Human Abilities Research Bulletin No. 70-003.

Memorial Univ., St. John's (Newfoundland).

Pub Date Aug 70

Note—25p.; Prepared by the Institute for Research in Human Abilities

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Ability, Age Differences, *Community Size, *Comparative Analysis, *Educational Theories, Elementary Secondary Education, *Environmental Influences, Foreign Countries, Grade 5, Grade 6, Grade 7, Intelligence, *Rural Areas, Rural to Urban Migration, Sex Differences, Social Isolation, Space Orientation, Tests, Verbal Ability

Identifiers—*Newfoundland (South Coast), Otis Quick Scoring Mental Ability Tests, Primary Mental Abilities Test, Raven Progressive Matrices

As a prelude to testing deductions from the Ferguson and other ability theories that environment influences patterns of ability, school children in 5 large and 11 small isolated communities on the South Coast of Newfoundland were tested to compare ability patterns of children in small places with those in large communities. Data used for comparison in the 1969 study were gathered from all students in grades five, six, and seven by means of the Otis Quick Scoring Test of Mental Ability, the Raven Progressive Matrices, and the Primary Mental Abilities Test. Results showed: (1) no difference in level of general intelligence between children from large and small isolated communities, (2) children from large communities excelled on the verbal intelligence test, verbal meaning, and reasoning, (3) children in small communities excelled on the space test, and (4) no difference was found in number and word fluency. Because it was shown that different patterns of ability do exist in these small and large isolated communities and because people are moving from small to larger places, the South Coast of Newfoundland was deduced to be an ideal testing ground for the theory that children moving from areas where patterns of ability are different will show changes in ability patterns in line with stresses imposed by a new environment. (RS)

ED 157 648 RC 010 604

Buzzard, Shirley, Comp.

Rural Development Literature 1976-1977: An Updated Annotated Bibliography.

Missouri Univ., Columbia. Extension Div.; North Central Regional Center for Rural Development, Ames, Iowa.

Pub Date Apr 78

Note—47p.; Parts may be marginally legible due to light type

Available from—Extension Division, University of Missouri-Columbia Publications Office, Room 211 Whitten Hall, UMC, Columbia, Missouri 65211 ($0.35; less 10% for 10 or more)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Agriculture, *Annotated Bibliographies, Anthropology, *Books, *Community Development, Economics, Health, *Publications, *Rural Development, *Social Sciences, Sociology, Subject Index Terms

More than 100 books and articles on rural development published during 1976-77 are annotated in this selective bibliography. Concentrating on social science literature, the bibliography is interdisciplinary in nature, spanning agricultural economics, anthropology, community development, community health, and rural sociology. Types of works specifically excluded are technical agriculture, descriptions of special programs and research restricted to limited geographic areas without broader implications, purely demographic data on rural to urban migration, and government publications which are primarily informational. Only works pertinent to rural development in the U.S. are listed. In the selection process, more than 50 professional journals were inspected as well as "Sociological Abstracts," "Development Abstracts," and "Books in Print." Some evaluative comments on content or style are included in annotations. Entries are organized alphabetically by last name of the first author, and a topic index of 31 headings lists citations under at least one category; many are cross referenced. An addendum of 12 works, neither annotated nor indexed completes the bibliography. (RS)

ED 157 649 RC 010 607

Cosby, Arthur G., Comp. *Wetherill, G. Richard, Comp.*

Resources in Evaluation for Rural Development. A Bibliography. SRDC Bibliography Series =2.

Southern Rural Development Center, State College, Miss.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Aug 77

Note—100p.; Best copy available

Available from—Southern Rural Development Center, Box 5406, Mississippi State, Mississippi 39762 ($3.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Bibliographies, Case Studies, Community Leaders, Community Satisfaction, Decision Making, Definitions, Ethics, *Evaluation Criteria, *Evaluation Methods, Models, *Program Evaluation, *Quality of Life, *Rural Development, Skill Development

One of a series of bibliographies prepared by research Functional Networks for the Southern Rural Development Center, this bibliography of literature on rural development program evaluation consists of substantially more than 500 citations, the majority works of the 60's and 70's. Drawn from an earlier simple listing of more than 1,500 entries, this publication narrows citations to those most relevant for the rural development program evaluator. Specific attention is given to evaluation of rural development programs noneconomic in nature--those designed to raise overall quality of life, level of living, life satisfaction, knowledge, and acquisition of leadership and decision-making skills by rural residents. An annotated section of more than 200 entries is divided into 6 major categories: major sources (particular emphasis on evaluation, criteria setting (with numerous evaluation models and critiques of models), strategies of evaluation--methodology, evaluative research and the evaluator's responsibilities (including politics and ethics of evaluation), and an unannotated research in progress. The second section lists additional references categorized in a similar fashion and with addition of a category for case studies under strategies for evaluation. (RS)

ED 157 650 RC 010 617

Cleveland, William

American Indian - Past and Present.

Bethlehem Central School District, Delmar, N.Y.

Pub Date May 78

Note—105p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—American Indian Culture, *American Indians, Bibliographies, Books, *Course Content, Cultural Awareness, Curriculum Guides, Filmographies, Films, Filmstrips, *High School Curriculum, Instructional Aids, Instructional Materials, Secondary Education, Self Determination, Social Studies, *Social Studies Units, Treaties, United States History, Unit Plan, Units of Study

Intended for seniors at all ability levels, the one-semester course outline aims to aid students to analyze the American Indian's role in the history of the United States, and to recognize the contributions they have made in the western hemisphere. The general content outline and suggested activities cover the periods before and after contact with the Europeans; the treaty periods; the last Indian wars and reservations; allotment; the Indian Reorganization Act; termination; the era of self-determination; contemporary problems; land claims; Indian culture; and activism. About 121 films, videotapes, tapes, sound filmstrips, posters and photo displays, and records are listed. Also cited are over 1,000 Indian publications (by, for or about North American Indians), school library materials, classroom books, pamphlets, booklets, leaflets, and newspaper and magazine articles. (NQ)

ED 157 651 RC 010 618

Grosse, Reg

Outdoor Recreation and Education for the Mentally Retarded.

Pub Date [75]

Note—20p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Activities, Adults, Attention Span, Camping, Experiential Learning, Group Experience, *Mentally Handicapped, Mental Retardation, *Outdoor Education, Participant Involvement, Physical Characteristics, *Program Descriptions, *Program Development, Program Evaluation, Recreation, *Residential Programs, Self Esteem, *Skill Development, Social Characteristics, Social Development

Identifiers—*Craig State School NY

A year-round outdoor recreation and education program for the moderately and severely retarded begun in 1972 at Craig State School in Sonyea, New York, is summarized in this report of development of the program, its success, and recommendations for the future. The program builds progressively from a nature trail hike to a day camping program one day a week for six weeks, to overnight camping in a public park area. Overnight and day camping experiences covered include both summer and winter recreation. The report briefly describes residents taking part in the first year (IQ, age, physical condition, social characteristics), hiking and camping activities, and participation levels. For the day camping, a day-by-day summary is provided, with recommendations that camping at this level should be coed for good group interaction and that residents should be carefully selected for compatibility, be scheduled and available for the six consecutive weeks, and be dressed in suitable clothes and shoes. Evaluation of the overnight community camping experience indicated that the public exposure and community living experience was invaluable to residents. Benefits showed by participants included improved attention span, new skills, development of group spirit, physical improvement, and growth in self-confidence. Suggested solutions to problems encountered by staff are contained throughout. (RS)

ED 157 652 RC 010 622

Knebel, John A.

Rural Development Progress: Fourth Annual Report of the Secretary of Agriculture to the Congress, 1977.

Department of Agriculture, Washington, D.C.

Pub Date 19 Jan 77

Note—131p.; Pages 15-16 and 31-38 may not reproduce well due to small print size of original document

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Agency Role, *Annual Reports, Community Colleges, Community Development, Community Services, *Delivery Systems, Demography, Educational Innovation, Employment, Facilities, Federal Government, *Federal Programs, Handicapped, Housing, Income, Needs, Older Adults, Program Descriptions, Regional Programs, *Rural Development, Rural Education, Rural Schools, Sanitation, *Statistical Data, Transportation, Welfare Recipients

Identifiers—Aid to Families with Dependent Children, Regional Educational Service Agencies, *Rural Development Act 1972

The fourth annual secretary of agriculture report on rural development progress (prepared in response to a directive from the Rural Development Act of 1972) presents the most recently available status data on employment, income, population, housing, and community services and facilities, discusses examples of federal efforts to improve or expand delivery of services in key areas and summarizes rural concerns and developmental responses from a sampling of

states. This year, for the first time, the annual report also looks at target population groups, such as the rural elderly, handicapped, social security recipients, and those who receive Aid to Families with Dependent Children. Indicating whether there has been progress in stated rural development goal areas, the report also discusses examples of efforts by several federal agencies to improve or expand delivery of services in rural health care, housing, and manpower/employment programs and summarizes four important innovations in rural education around the country (Regional Educational Service Agencies, or RESA, rural community colleges, rural school improvement projects, community development). Part three contains material on rural development trends, concerns, and responses from 21 states; content categories are income and employment, population, housing, health, education, water and waste, and transportation. (RS)

ED 157 653 RC 010 623

Taylor, Ronald B.

Sweatshops in the Sun - Child Labor on the Farm.

Pub Date 73

Note—216p.

Available from—Earthwork, 3410 19th Street, San Francisco, California 94110 ($3.95)

Document Not Available from EDRS.

Descriptors—*Agricultural Laborers, *Child Labor, Child Labor Legislation, Economic Disadvantagement, Economic Factors, Educational Needs, Farm Labor Legislation, Health Conditions, Individual Power, Interviews, *Labor Conditions, Law Enforcement, Living Standards, *Migrant Children, Migrant Workers, *Quality of Life, Seasonal Laborers, *Socioeconomic Background

In 1970 about a fourth of the country's farm workers were underage, working and living in conditions which are "sub-sub-substandard" in most parts of the country. These workers are often swindled or exploited by labor contractors or crew men. Since the work is seasonal, families are forced to travel great distances, under difficult circumstances, to "follow the crops". Wages, by the day or hour or at piece rates, are minimal. Farm labor is often dangerous and can be, with the new pesticides, extremely hazardous. Yet, health services are inadequate when available. The education of migrant children is far below the norm since many of them work when they should be in school. And worst of all, poverty locks these children into a cycle of poverty from which it is difficult to escape. The parents often feel that their children must work, so they collaborate with employers in evading the laws, which are inadequate. Historically most labor legislation, state and federal, has contained provisions exempting farm labor. The existing legislation aimed at prohibiting or regulating employment of minors in agriculture is laxly enforced. Utilizing interviews obtained from young and old, Chicano, Anglo, and Black migrants in many states, this book presents a detailed examination of the exploitation and maltreatment of the migrant children. The narrative, which moves briskly, focuses on the people--what they do, how they feel, how they live. Child labor in California, Florida, and Texas is compared; the migrant and seasonal farm labor structure and how the children fit into the larger picture are discussed. (Author/NQ)

ED 157 654 RC 010 624

Lyson, Thomas A.

Some Attitudinal Differences Among Black and White High School Seniors Aspiring to Become Teachers.

South Carolina Agricultural Experiment Station, Clemson.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date 30 Aug 78

Note—30p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 30 - September 3, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Black Students, *Career Choice, Career Planning, *Caucasian Students, Comparative Analysis, Expectation, Females, *High School Students, Males, *Occupational Aspiration, Rural Youth, Seniors, Sex Differences, *Student Attitudes, Teachers, Urban Youth, Vocational Interests

Identifiers—*South Carolina

Using data from a cross-sectional sample of 4,376 South Carolina high school seniors in 1969 to determine the differences in the perception of conditions relating to teacher choice among white and black females and males, the study explored the relative perceived importance of the following items in choosing a career: the chance to make a lot of money, the opportunity to help others, the chance to become an important person, steady employment, the opportunity to be one's own boss, and the chance for excitement. Student aspirations to the teaching profession, all professional positions except teaching, and all nonprofessional positions were compared and coded according to categories compatible with the Census Bureau's occupational classification system. Self-administered questionnaires were given to 1,510 white boys, 762 black boys, 1,464 white girls, and 762 black girls in 41 (27 primarily white and 14 primarily black) rural and urban high schools in 26 South Carolina counties. Some findings were that: the most important occupational desideratum for both black and white boys, regardless of career aspiration, was the opportunity for steady employment; money was a more desired job attribute for white boys than girls; black girls were concerned with the opportunity to make a lot of money and the chance to be an important person; the chance to help others ranked at or near the top of career desideratum for all seniors aspiring to teach; teaching attracted those groups who, for whatever reasons, had relatively limited professional level career possibilities. (NQ)

ED 157 655 RC 010 626

Proceedings of the Western Regional Working Conference on "Ethnic Minorities and the Health Professions" (1st, Salt Lake City, Utah, March 23-25, 1976).

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date 23 Mar 76

Note—52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Role, *Admission Criteria, American Indians, Blacks, Conference Reports, Educational Alternatives, Educational Finance, Ethnic Groups, *Financial Support, *Health Occupations, Mexican Americans, *Minority Groups, *Motivation Techniques, Program Development, School Holding Power, *Student Recruitment, Summer Programs

Sixty selected representatives from 13 western states, as well as other states throughout the U.S., gathered to share their concerns, exchange ideas, and demonstrate their unity for the continued expansion of the ethnic minority role within the health professions. Discussion centered on the degree of effectiveness of educational and governmental institutions to train and support and, subsequently, provide quality health care to those communities most in need. Topics in the area of recruitment, admissions, and retention were examined to determine the continuation of programs designed to increase the participation of ethnic minorities within the entire spectrum of the health care delivery system. Pressing issues such as the legality of minority admission criteria, sensitizing and motivating faculty and administration to meet ethnic minority needs, developing rationale for program planning, and providing alternatives to traditional entry methods were addressed. Discussion from the work groups centered on identifying common issues, determining functions to implement action oriented activity, and delineating feasible activities that could impact mutual goals of health science centers and consumers of health services. Participants identified the need for a community based advocacy group which could respond to health care delivery issues, impact legislation directly affecting ethnic groups and their access to funds for equalization of opportunities, and devise an informational network to participate in planning strategies for quick response to and pressing issues. (NQ)

ED 157 656 RC 010 627

Carter, Keith A. And Others

Descriptive Social Reporting and Systematic Needs Assessment: Tools for Decision Makers.

Iowa Agricultural and Home Economics Experiment Station, Ames.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date 3 Sep 78

Note—37p.; Paper presented at the Annual National Meeting of the Rural Sociological Society (San Francisco, California, September 3, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Accountability, Attitudes, *Community Leaders, Decision Making, Delivery Systems, Economic Factors, Education, Employment, Environment, Health, Housing, Human Resources, Income, Information Dissemination, Information Needs, Methods, Natural Resources, *Needs Assessment, Planning, Policy Formation, *Quality of Life, Recreation, *Research Tools, *Rural Development, Safety, *Social Indicators

Identifiers—*Iowa

A research project in nine Iowa counties attempted to show local level decision makers how to use social indicator data to improve quality of life and increase accountability in policy making. Tools presented were descriptive social reporting (a mechanism for organizing descriptive, time series, social indicator data) and systematic needs assessment (focus on data gathering techniques). A framework for descriptive social reporting was developed to encourage use of social indicators in rural development planning. These reports were presented to rural decision makers in a series of county conferences with data from state and federal sources on policy relevant areas of health, education, public safety, housing, income, employment, leisure/recreation, and physical environment. Social indicators for each were related to allocation of funds, structure and utilization of available services, and level of aggregate well being. Social indicators were also given for nonmanipulable factors: human resource, geographical/physical, and economic dimensions. Techniques for eliciting attitudinal data for needs assessment were then described (attitude survey, public forum, key informant) along with the social indicator technique for applying nonattitudinal data. Partly as a result of this project, an information delivery system is to be set up at Iowa State University to meet information needs of decision makers. (RS)

ED 157 657 RC 010 628

Slesinger, Doris P. And Others

Health Care Needs of a Hispanic Population in Dane, Dodge, and Jefferson Counties.

Wisconsin Univ., Madison. Dept. of Rural Sociology.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date Jun 77

Note—129p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Community Surveys, Dental Health, Emotional Problems, Family Characteristics, Family Health, Family Planning, Health Insurance, *Health Needs, *Health Services, Knowledge Level, Mental Health, *Needs Assessment, Questionnaires, Socioeconomic Background, *Spanish Speaking, *Use Studies

Identifiers—*Wisconsin

In the summer of 1976, 133 permanent residents in the Hispano community in Wisconsin's Dane, Dodge and Jefferson counties were interviewed to determine their perceptions of their own and their families' health needs and of their unmet health needs. Respondents were primarily women since it was felt they were the best informed about the family's health conditions and medical utilization. Information was obtained on the respondents' demographic characteristics, health status and medical utilization, fertility and family planning, mental health, problems in obtaining health care, and unmet needs. Data were compared, when relevant, with similar data for 554 Anglos, obtained from a study of Dane County households in 1973. Findings included: 3 out of 10 Hispanos felt their health was "fair" or "poor", compared with 1 out of 10 Anglos; among the Hispanos' most common health complaints were headaches, nervousness, backaches, irritability, low spirits, sleeplessness, eye and sinus troubles; Hispanos felt there was need for dental care, translators or interpreters among health personnel, general and post illness checkups, health information and outreach services, and doctors' offices and clinics to be opened during evenings and weekends; 60% of the Hispano women were currently using some form of contraception; 40% indicated they would seek professional help from a doctor, counseling center, or priest when confronted with a personal problem. (NQ)

ED 157 658 RC 010 629
Mapstone, James R.
Perceptual and Structural Determinants of Youthful Outmigration.
Pub Date 30 Aug 78
Note—18p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 30, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Community Involvement, *Community Satisfaction, *Family (Sociological Unit), Institutions, *Migration Patterns, Participation, Place of Residence, *Religious Organizations, Rural to Urban Migration, *Rural Youth, Schools, Theories
Identifiers—*Place of Origin

A sample of 264 high school seniors from a rural environment was used to test some of Everett Lee's theoretic statements on migration, specifically the separate and combined effects of involvement in the institutional structure of place of origin and perception of it as satisfying. To evaluate the relationship of institutional embeddedness to migration, variables of kin system, community, school, and religious institutions were used; perceptual variables were measures of community and rural residence satisfaction. Asked to judge where they would be living one year and five years hence, 135 students indicated they expected to be county residents five years later; 65 anticipated they would not. Intervening categories were excluded from analysis. Results showed proportion of one's kin group available as the most crucial factor influencing youth outmigration, with membership and participation in religion, school, and community consistent with the kin pattern, but not as strong. Both residential satisfaction and rural residence preference were shown to influence migration. It was found that migration would be most likely to occur among the least embedded in social institutions and least satisfied, and least likely to occur among the most embedded and most satisfied. Conclusions apart from testing the migration theory were also given in regard to youthful migration from rural areas. (RS)

ED 157 659 RC 010 633
The Progress and Promise of Title V in the South. A Synopsis of Progress Reports on Title V Rural Development Programs in the Southern States. SRDC Series Publication No. 9.
Southern Rural Development Center, State College, Miss.
Spons Agency—Rural Development Service (DOA), Washington, D.C.
Pub Date Mar 76
Note—48p.
Available from—Southern Rural Development Center, Box 5406, Mississippi State, Mississippi 39762 (Free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Community Involvement, Community Services, Conservation (Environment), Economic Development, Employment Opportunities, Energy, Environment, Facilities, Federal Legislation, *Federal Programs, Health, Improvement, Land Use, Leadership, Manpower Development, *Pilot Projects, Problem Solving, Recreation, *Rural Development, Sanitation, *Southern States, *Synthesis, Transportation, Welfare
Identifiers—Puerto Rico, *Rural Development Act 1972

More than 60 successful programs and projects developed specifically under Title V of the Rural Development Act of 1972 by 13 southern states and Puerto Rico are reported in this synopsis of Title V achievements in the southern region. A summary of benefits to people in 82 pilot counties of the rural South lists improved job opportunities, homes, roads, water and sewer systems, health facilities, fire protection, government, and education. The report focuses on rural development as fostering the ability of people to solve their own problems, and addresses each of the four current areas of rural development emphasis through a brief overview of specific projects: (1) community services and facilities (utilities, transportation, waste disposal, water supply), (2) economic development (additional employment opportunities), (3) environmental improvement (energy, land use, planning and zoning, conservation, and improved recreation, forest, and wildlife), and (4) people building (job training, effective leadership, community health and welfare, education). A final section provides a state-by-state synopsis of Title V projects to give an idea of areas of concern, nature of the projects, cooperating groups for each project, and the people who benefit. (RS)

ED 157 660 RC 010 634
Youth Camp Safety & Health. Suggested State Statute & Regulations.
Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Report No—DHEW-CDC-75-8300
Pub Date May 75
Note—32p.; Appendix may not reproduce well due to small print size of original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Camping, Certification, Definitions, Environmental Criteria, Food Service, *Guides, *Health, *Outdoor Education, *Program Development, *Safety, Sanitation, Specifications, Standards, *State Legislation, Supervision, Transportation, Water Resources, Youth
Identifiers—*Youth Camps

To assist state regulatory agencies in development of comprehensive youth camp safety programs, this publication contains a brief suggested statute that could be used for initiation or modification of any state's youth camp safety programs and it outlines minimal regulations. Various categories of camps are covered--day, primitive, residential, travel, trip, and troop. Regulations are suggested in categories including: (1) definitions, (2) general supervision--ratio of counselors to campers, camp director, supervision of specialized activities, personnel records, (3) general health and safety--health records, injury and illness reports, health staff, medication, first aid supplies, equipment, emergency procedures, injury control, fire safety, (4) licensing requirement, submission of plans, (5) camp construction--site location, buildings, living shelters, (6) swimming and diving areas--management, vector control, water quality, safety and rescue equipment, plumbing fixtures, electrical safety, (7) water supply, (8) waste disposal, sanitary facilities, (9) insect, rodent, weed control, (10) farm and domestic animals, (11) food service--food supplies, storage, personnel, equipment, sanitary controls, (12) transportation. The appendix lists individuals from voluntary agencies, camping and recreational groups, and state and federal agencies who helped develop the statute and regulations. (RS)

ED 157 661 RC 010 635
A Review of Current Practices and Trends in Rural Telecommunications Development and Recommendations for Future Development.
Booker T. Washington Foundation, Washington, D.C. Communications Resource Center.
Spons Agency—Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Pub Date Aug 75
Note—108p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Agency Role, Community Development, Cost Effectiveness, *Demonstration Projects, Economic Development, Educational Development, Futures (of Society), Health Services, Information Dissemination, *Needs Assessment, *Policy Formation, Quality of Life, Recreation, Research Needs, Rural Areas, *Rural Development, *Surveys, Technological Advancement, *Telecommunication
Identifiers—*Economic Development Administration

Assessing the potential impact of telecommunications technology upon rural economic development, this study for the Economic Development Administration (EDA) employs data assembled and analyzed from the following: "informed experts;" research information and demonstration projects; and federal legislation, research, and agency interests. The intent was to provide information helpful for determining national policy about telecommunications research and development as related to rural areas; up to now, most attention has been on urban areas. The report covers demonstration projects in community, rural business, and economic development; education; health; information dissemination; and entertainment/recreational/cultural programming. The study shows: social and entertainment services have not been subjects of major demonstration programs, cost benefits are largely unexplored due to lack of measurement indicators incorporating quality of life factors, major projects should be regional in scale, importance of software programming is often neglected, effective telecommunications technologies can increase government efficiency, rural residents generally accept new technologies, a paucity of concrete findings exists, telecommunications programs can be comprehensive and pervasive. Recommendations involve legislation, regulation, public/private sector involvement, EDA's role. (RS)

ED 157 662 RC 010 637
Korporaal, Arie R., Ed.
Nature's Classroom. A Guide for the Los Angeles County Outdoor School.
Los Angeles County Superintendent of Schools, Calif.
Report No—LACO-75
Pub Date 75
Note—93p.; Revised 1975
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Activities, Concept Formation, *Conservation (Environment), *Curriculum, Ecology, Educational Objectives, Elementary Education, Environmental Education, Experiential Learning, *Guides, Lesson Plans, Organization, *Outdoor Education, Philosophy, Policy, *Program Descriptions, Residential Programs, Vocabulary Development
Identifiers—*Los Angeles County Outdoor School CA

Promoting understandings in outdoor science and conservation is the primary goal of the Los Angeles County Outdoor School as presented in this guide to its five-day resident program for elementary school pupils. The purpose of various program components is briefly described, including hikes, cabin living, campfires, conservation projects, crafts, dining hall, evaluation and planning, flag ceremony, folk dance and folk singing, library and museum visits, and specialists. A sample daily schedule gives approximate times for a typical day. The 1973-74 curriculum is outlined under four major concepts: (1) an ecosystem consists of natural communities of plants and animals interrelated and interacting with their physical environment, (2) man's attitudes and way of life create an ecological impact on the environment; man's survival depends on his ability to minimize this impact, (3) the earth is in constant motion producing regular predictable changes in the environment to which man adapts, (4) outdoor school is a minicommunity in which each pupil can participate as a citizen and creative person. Under each, activities to accomplish objectives are given, with both outdoor school and classroom learning opportunities, many of which provide for multicultural experiences. The appendix has a glossary in both English and Spanish and site information on the outdoor school. (RS)

ED 157 663 RC 010 638
Women in American Agriculture, a Selected Bibliography. Library List 103.
Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.; National Agricultural Library (DOA), Washington, D.C.
Pub Date Nov 77
Note—33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Agribusiness, *Agricultural Education, Agricultural Laborers, Agricultural Occupations, *Agriculture, American History, *Annotated Bibliographies, Economics, Farm Management, *Females, Organizations (Groups), *Participation, Research Needs, Working Women

More than 250 citations of materials about women in agriculture in the U.S. are contained in this partially annotated bibliography. It covers women engaged as landowners, farm managers, agricultural laborers and working in such agricultural industries as beekeeping, silk culture, and butter production. Other references concern women in agricultural education, as agricultural scientists, as workers in agriculture-related industries, and as participants in rural organizations. Content of the materials reaches from 1854 to 1977. An introduction to the bibliography suggests aspects of the topic of American women in agriculture which are ripe for further study (such as review of the agricultural press or by-laws and minutes of organizations devoted to women's agricultural pursuits); the introduction also lists the resources used for this compilation. Information on availability of the cited references is also included. (RS)

ED 157 664 RC 010 639
Young, Bruce
The New England Farm Workers' Council: Case Study of a Community Service Organization.
Pub Date May 75
Note—292p.; Ed.D Dissertation, University of Massachusetts ; Best copy available; Parts of appendix may be marginally legible
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Agency Role, Agricultural Laborers, Agricultural Trends, *Community Agencies (Public), Demography, Doctoral Theses, Economic Factors, Employment Patterns, Federal Government, *Government Role, Interagency Cooperation, Labor Conditions, *Migrant Workers, Migration Patterns, Nonprofit Organizations, *Organizational Development, *Puerto Ricans, Relevance (Education), Socioeconomic Background, State Government
Identifiers—Connecticut, Massachusetts, *New England Farm Workers Council Inc, Puerto Rico
The study described the development of the New England Farm Workers' Council, Inc., and documented significant interactions among selected elements of the Puerto Rican migrant farm labor system in the Connecticut Valley. These elements were the migrant farmworker community, the farm labor employers, and agencies of the federal government and of the governments of Massachusetts, Connecticut and Puerto Rico. Several of these elements were analyzed to provide a background to the Council's development. The study relied on primary data, i.e., correspondence, records of meetings, and unpublished and published materials, for documentation of observations. In general, it was concluded that during 1971 through 1973 the Council undertook the provision of services heretofore not offered to farmworkers throughout the Connecticut Valley, and became involved in advocacy efforts and in the promotion of self-determination among the farmworker community on an unprecedented scale. This report discusses the shade tobacco agricultural industry, and the role of the federal government and the governments of Massachusetts, Connecticut and Puerto Rico in the migrant labor system; discusses the background of the migration of Puerto Rican farmworkers, their demographic traits, and the characteristics of their life and work; addresses the Council's purpose, functions and development; and focuses on four activities involving the Council which have been determined to be significant in their influence on selected elements of the Puerto Rican migrant farm labor system in the Connecticut Valley. (NQ)

ED 157 665 RC 010 641
The Native American Videotape Archives - Catalog.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 77
Note—344p.
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors—Abstracts, *Activities, *American Indians, Art Expression, *Catalogs, Cultural Background, *Documentaries, Economic Factors, Family (Sociological Unit), Government (Administrative Body), History, Social History, Specifications, Subject Index Terms, *Tribes, *Video Tape Recordings
Identifiers—American Indian History, *Native American Videotape Archives, Traditionalism
Developed under the auspices of the Bureau of Indian Affairs' Bicentennial Celebration and its videotape documentation project, this catalog describes documentary videotapes of tribal activities produced by American Indians with the consent of individual tribes. The catalog is divided into the following sections: User's Policy (regulations governing access to and use of the videotape archive located at the Institute of American Indian Art, Santa Fe, New Mexico); Master Tape List (contains master tape numbers, the tribal name, and program title); Master Tape Abstracts (master tape number, tribe, program title, length, and brief summary of each master tape program); Project Title List (project number, project title, tribe, and number of source tapes shot); Cross Reference Index to Source Material (headings include Arts and Crafts, Economic, Family and Family Background, Government and Law, History and Culture, Social, and Subsistence; subheadings are also provided for each major heading; for example, Ceremonies is a subheading within the major heading of Social); Names Index (names all persons who could be identified in the source tapes); and Log Sheets (each log sheet on each of the source tapes includes project title, project and source number, date of taping, viewer cues, counter number references, cross reference subject headings, a brief description of the content appearing between the indicated counter numbers, and comments pertaining to the technical quality of that portion of the tape). (JC)

ED 157 666 RC 010 642
Chapman, E. Wayne, Comp. *Waters, Robert E., Comp.*
A Teacher's Manual for Outdoor Classrooms -- How to Plan, Develop, and Use Them.
Soil Conservation Service (DOA), Auburn, Ala.
Pub Date [73]
Note—65p.; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Activities, Agency Role, Art, Community Cooperation, *Conservation Education, Curriculum Development, *Educational Resources, *Elementary Secondary Education, Health Education, Illustrations, Instructional Materials, Journalism, Language Arts, Mathematics, Music, *Outdoor Education, Physical Education, Planning, Safety Education, Science Education, Social Studies, *Teaching Guides
Identifiers—Soil Conservation Service
Using experience gained while helping elementary, junior high, and high school teachers plan, develop, and use thousands of outdoor classrooms, the Alabama Soil Conservation Service (SCS) produced this teacher's manual for outdoor classrooms. Emphasis is on conservation education and the environment and man's relationship to it. Rationale for developing an outdoor classroom, preferably as an integral part of the school site, includes: training in environmental responsibility, expanded learning opportunities for all students, real learning experiences, effective means of teaching conservation. The manual suggests how SCS can help the teacher and outlines steps for beginning an outdoor classroom (including community cooperation, common pitfalls, and 46 specific features that could be incorporated). Activities listed describe how an outdoor classroom may be used in science (animals, aquatic studies, chemistry, ecology, home economics, geology and soils, plants, vocational agriculture, weather), mathematics, social studies, language arts, art, music, shop, P.E., health and safety, journalism, clubs. The appendix contains a glossary; a list of basic visual and written references and organizations providing free or inexpensive materials; and illustrated teaching aids on the tree, roots and rings, grass and grasshoppers, monarch butterfly, use of the microscope, and bird feeders. (RS)

ED 157 667 95 RC 010 643
Ozete, Oscar
Assessing Reading Comprehension in Spanish for Bilingual Children. Bulletin No. 9533.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date 78
Note—57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Bilingual Students, Correlation, Elementary School Students, Grade 3, Language Dominance, Mexican Americans, Native Speakers, Puerto Ricans, *Reading Comprehension, *Reading Tests, *Spanish Speaking, *Test Construction, *Test Reliability
Identifiers—Wisconsin (Milwaukee)
The study prepared reading tests in the children's first language, Spanish, that initially considered their comprehension of the language and subsequently evaluated their skill in drawing inferences or pertinent information from the material read. Two reading comprehension tests (Forms A and B) were constructed, using two different excerpts from "Fantasias", a book not previously read by the children. Each test consisted of 35 multiple-choice questions divided into 3 parts: Input Subtest--20 questions assessing the student's familiarity with a passage's linguistic elements; Content Subtest--5 items measuring the student's ability to infer meaning from context; and Paraphrase Subtest--assessing the ease with which students recognize suitable paraphrases for 10 of the verbal expressions found in the Input passage. A total of 150 examinations were administered to 116 third-grade students (predominantly of Mexican and Puerto Rican backgrounds) enrolled in 6 bilingual schools in Milwaukee, Wisconsin. Five classes took Form A (79 tests), 4 took Form B (71 tests), and 2 took both forms (34 tests). Test instructions were given in both English and Spanish. Student scores were then compared with factors such as language dominance, home language, and reading levels through a series of correlations. Among the findings were that: reliability of Form A (total test) was high at .93; for Form B reliability was higher for subtests II and III and noticeably lower for subtest I; significant at the .01 level were the total score and subscores for Form A with the children's reading level in Spanish. (NQ)

ED 157 668 88 RC 010 646
Askins, Billy E. And Others
Responsive Environment Early Education Program (REEEP): Third-Year Evaluation Study. Final Evaluation Report, 1977-78.
Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.
Spons Agency—New Mexico State Dept. of Education, Santa Fe.; Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date May 78
Note—33p.; For related document, see ED 142 351
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Academic Achievement, *Academically Handicapped, Bilingual Students, Demonstration Programs, *Early Childhood Education, *Handicapped Students, Information Dissemination, Inservice Teacher Education, *Intervention, Language Development, Preschool Education, Program Evaluation, Program Validation, Self Concept, *Spanish Americans
Identifiers—*New Mexico (Clovis)
REEEP serves as an educational intervention providing direct services to "high risk" (of low birth weight--less than 5 1/2 pounds) 3-, 4-, and 5-year-old children, living in the Clovis, New Mexico area. The program aims: to prevent school failure with an intervention program which includes early identification and remediation of developmental learning deficiencies and to integrate handicapped children into the regular school program; to provide inservice training for the project teacher and aide; to disseminate information concerning the program. Student achievement was evaluated via standardized tests to measure language development in Spanish and English, school readiness, and self-concept. Program impact was determined by a special regression analysis model using three dependent variables and eight independent variables. Inservice training and dissemination activities were subjectively evaluated using site visits, observations, records, and self-reports by the staff. Major findings included: REEEP students made significant gains in language development in English and Spanish and in school readiness; students showed a positive and continuous growth concerning self-concept and emotional development; the inservice training was found to be successful and effective; the quantity and quality of the dissemination activities were adequate; the regression analysis data indicated that 60% of the students scored better than estimated/expected on the English test, 40% scored better than estimated/expected on the Spanish test, and 70% scored better than estimated/expected on the school readiness test. (Author/NQ)

ED 157 669 40 RC 010 647
Askins, Billy E. And Others
Outreach Activities (Replication and Training Services) of the Responsive Environment Program for Spanish American Children (REPSAC). Final Evaluation Report, July 1, 1977-May 26, 1978, Third Year.
Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.; Texas Tech Univ., Lubbock.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date May 78
Grant—G007500079
Note—33p.; For related document, see ED 142 352
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, *Academically Handicapped, Bilingual Education, Elementary Education, Followup Studies, *Handicapped Students, Information Dissemination, *Inservice Teacher Education, Intervention, *Mobile Educational Services, *Outreach Programs, Program Evaluation, *Spanish Americans, Test Results
Identifiers—*New Mexico (Clovis)

The outreach activities component of the Responsive Environment Program for Spanish American Children (REPSAC), an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1977-78, student services were provided onsite at the replication centers (7 school districts and 3 Head Start Centers, all located in isolated areas in New Mexico). A specially designed and equipped motor coach took training to the replication centers. This training was evaluated by an external evaluation team via classroom visits; site visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/logs maintained by the outreach team. A follow-up study of former REPSAC students, who in 1977-78 were in grades 4-6, was conducted. Findings included: learning aptitude scores (IQ) remained relatively stable from the initial testing in the fall of 1971 to the testing in the spring of 1978; English language development scores gained substantially after the first year of intervention and again at the end of the second year of intervention; Spanish language development scores showed the greatest amount of fluctuation since the initial testing in 1971; the test results indicated that 90% of former REPSAC students were in regular classrooms and 10% in special education classes; and 2 students had been retained 1 grade and 5 students had required special assistance. (Author/NQ)

ED 157 670 RC 010 649
Hitzhusen, Fred J.
Federal Revenue Sharing and Nonmetropolitan Governments: "The Cumberland Gap".
Ohio State Univ., Columbus. Dept. of Agricultural Economics and Rural Sociology.
Report No—AERS-ESO-349
Pub Date Nov 77
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Community Involvement, Community Services, *Federal Regulation, Government Role, Income, *Local Government, *Revenue Sharing, *Rural Areas, *Tax Allocation, Tax Effort
Identifiers—*Nontax Revenue, Volunteer Effort

Exclusion of some forms of tax revenue and all forms of nontax revenue and support from measures of tax effort for allocating federal revenue sharing funds appears to introduce systematic bias against rural/nonmetropolitan local governments. Omitted tax revenues include those for schools and special districts (rural communitites raise proportionally more of their total taxes for these), while excluded nontax revenues include user charges, special assessments, donations, and various fund-raising activities for community services (fire protection, emergency ambulance). In addition, support in forms of volunteer effort and services like water supply, sewage treatment, and solid waste collection (generally privately provided or contracted for in rural communities) is eliminated. Nonmetropolitan communities disproportionately substitute user charges for general revenue financing, support a higher proportion of local government or community services with donations and fund-raising activities, substitute volunteer for paid effort more, and provide more community services privately than publicly. Estimates of impact on allocations to rural areas in Ohio when various excluded revenues are included bear out the apparent bias. If federal revenue sharing is to be equitable, either adjustments in measure of tax effort are needed or tax effort should be dropped as a criterion. (RS)

ED 157 671 RC 010 655
Roberts, Helen
The Development of an Integrated Bilingual and Cross-Cultural Curriculum in an Arctic School District.
Pub Date 21 Jun 78
Note—29p.; Paper presented at the Congress on Education of the Canadian School Trustees Association (1st, Toronto, Ontario, June 21, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Alaska Natives, American Indians, *Bilingual Education, Community Development, *Cross Cultural Training, *Curriculum Development, Educational Development, Financial Support, *Integrated Curriculum, Models, Program Development, Rural Areas, Rural Education, School Community Relationship, School District Autonomy
Identifiers—*Northwest Arctic School District

If, indeed, there is a formula for developing an integrated bilingual and cross-cultural curriculum, the Northwest Arctic School District's experience would suggest the following key elements of the development process: base the curriculum on the rapidly changing social context, rather than on stereotyped bicultural concepts; ensure local control of educational policy; treat the whole school curriculum, rather than separating language and cultural concerns; be honest and keep the curriculum processes clear and simple--develop simple educational goals and then achieve them; develop school-community unity by keeping advisory channels open. The Northwest Arctic School District operates 11 schools in an area of 36,000 square miles north of the Arctic Circle. It is an Inupiat Eskimo region, but the Inupiaq language has been almost lost. A fortuitous chain of events has delivered local control of education to rural Alaska. The District is one of 21 Rural Education Attendance Areas, which are governed by locally elected Regional School Boards. Now two years in existence, the District has set goals for students in relation to basic skills, life skills and cross-cultural skills and is pursuing a curriculum development process which incorporates staff, community, and program development. This paper discusses some of the problems and processes that have occurred in the development of a community-based curriculum, gives an example of the integrated approach, explores issues regarding the legal and funding structures, and offers some brief guidelines for the development of an integrated bilingual and cross-cultural curriculum. (Author/NQ)

ED 157 672 RC 010 656
Indian Courts and the Future. Report of the NAICJA Long Range Planning Project.
National American Indian Court Judges Association.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 78
Contract—BIA-K51C14201023
Note—212p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*American Indians, Court Cases, Court Doctrine, Court Litigation, *Court Role, *Courts, Criminal Law, Data Collection, Due Process, Futures (of Society), *Interagency Coordination, Justice, Legal Costs, Legal Problems, Legal Responsibility, Legislation, Political Influences, Problems, *Tribes
Identifiers—*Tribal Courts, Tribal Government

In 1976 the National American Indian Court Judges Association was awarded a one year contract to study Indian court systems, identify their main strengths and weaknesses, develop a set of model standards, name four model courts with whom to test the model standards, and propose a five year plan of support for Indian courts. Written materials relating to Indian courts and the advice of people knowledgeable in Indian court problems were utilized. Twenty-three courts varying in geographic location, size, types of problems, kind of court, and jurisdiction were visited: Blackfeet, Coeur d-Alene, Colorado River, Colville, Fort Peck, Gila River, Hopi, Isleta Pcublo, Jicarilla Apache, Menominee, Metlakatla, Navajo, Nevada Colonies, Oglala Sioux, Papago, Red Lake Chippewa, San Carlos Apache, San Juan Pueblo, Suquamish, Uintah and Ouray, Warm Springs, Yakima, and Zuni Pueblo. This report discusses the legal and historical basis for Indian courts; describes their present status and problems; identifies several strengths and weaknesses of Indian courts; presents the Model Standards for Indian Judicial Systems which were developed, along with a proposal that they be implemented immediately by four Indian courts serving as model courts; and presents a five year plan of support for Indian courts covering individual court needs assessment, tribal legislation, facilities and equipment, court related services, personnel, community relations and education, the National Indian Judiciary Research Institute, data collection, training, interagency coordination, and Congressional action. (NQ)

ED 157 673 RC 010 660
Hassen, David O. And Others
Rural Sociology in Brazil: Institutional Growth (1965-1977).
Pub Date 30 Aug 78
Note—34p.; Not available in hard copy due to marginal legibility; Paper presented at the annual meeting of the Rural Sociological Society (San Francisco, California, 30 August-3 September 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*College Curriculum, *Cooperation, Cross Cultural Studies, *Graduate Students, *Graduate Study, Professors, *Social Science Research, Teacher Exchange Programs
Identifiers—*Brazil, Graduate Programs, *Rural Sociology

Growth and present status of graduate programs, major research interests, and potential for US-Brazilian collaboration indicate the present state of rural sociology in Brazil. In contrast to US rural sociology's identity crisis of the past decade, the field in Brazil has blossomed. Graduate programs are underway at universities of Rio Grande do Sul, Sao Paulo-Piracicaba, Vicosa, Brasilia, and Paraiba-Campina Grande, with 45 professionals affiliated with them. Over half of the full-time staff has Ph.D. degrees, and though staff is small now, projections indicate adequate staffing by 1982. More than 70% of students have undergraduate degrees in one of the social sciences--only 6% in agronomy. Of 116 students who entered programs during the previous two cycles, 76 finished required credits, with failure to complete course work due primarily to poor student performance. Curriculum at the five centers is comparable to that of US programs. Most popular areas of rural research for both students and staff have been social organization (description/theory, voluntary associations, stratification, education) and social change (diffusion, technological change, agricultural development). Two types of collaboration between US and Brazilian rural sociologists are possible: personnel interchange and joint research (allowing opportunity to test sociological propositions cross culturally). (RS)

ED 157 674 RC 010 662
Flora, Cornelia Butler
Woman and Development: A World System Approach.
Kansas State Univ., Manhattan.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Sep 78
Note—27p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, September 1978); Not available in hard copy due to author's preference
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Change Strategies, *Developing Nations, *Economic Factors, *Females, Religious Factors, *Role Perception, *Rural Areas, Rural Extension, Rural to Urban Migration, Social Values

The negative impact of development on women is widespread in a variety of areas, across classes, in different parts of the world. The structural and historical processes that erode the power of women and shift the balance of power to men's favor, as well as shifting power to fewer and fewer men, are related to integration in a world economic system that demands a mobile labor force and the alienation of land, which is then used as a commodity rather than a resource. In earlier days it was assumed that development, following precisely the western model, would be a good thing for everybody. Women, marginal to the whole process, would of course be brought along with the men. Now, however, we are convinced that the western mode of development is fraught with problems for the developing world. Further, women are now seen both as independent and dependent variables in the development process. Women are very often victims of a development process imposed upon them by western men making western assumptions about what women do. When women are left out of the development process, change becomes lopsided

and less effective; as women lose status, future positive change becomes endangered. The implications of territorial displacement of women are crucial in understanding the adverse impact of development on women. Multi-national linkages in development have drawn men away from the countryside and made the life of rural women even more difficult. (Author/BR)

ED 157 675 RC 010 665
Cooper, James G.
The Effects of Ethnicity Upon School Achievement.
Pub Date 77
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, *Ethnicity, Grade 5, Grade 8, Longitudinal Studies, *Socioeconomic Influences, *Spanish Speaking, Success Factors
Identifiers—*Spanish Surnamed

The study examined the effects of ethnicity, family income, adult education level, and unemployment rates on school achievement. Data were obtained from 85 public school districts in New Mexico which enrolled primarily Spanish-surnamed pupils. The composite achievement scores from the Comprehensive Tests of Basic Skills (CTBS) for grades 5 and 8 were analyzed by one-way analysis of variance. The socioeconomic variables of family income, adult education level, and unemployment rate were then entered as control variables in the analysis of covariance. These analyses, one for grade 5 and another for grade 8, were repeated for each of the following years: 1972, 1973, 1974, and 1975. Data were obtained from the New Mexico School Profiles for each year. It was found that when ethnicity was considered as the sole independent or predictor variable, it accounted for 19 to 30% of school achievement, as measured by the CTBS composite scores. However, when the effects of family income, adult education level, and unemployment were taken into account by covariance procedures, then ethnicity did not have a significant effect on school success, as measured by the CTBS scores. Ethnicity accounted for only 2 to 4% of achievement when the socioeconomic variables were introduced. (NQ)

ED 157 676 RC 010 667
Gandara, Arturo
The Chicano/Illegal-Alien Civil Liberties Interface.
Rand Corp., Santa Monica, Calif.
Report No—Rand-P-6037
Pub Date Nov 77
Note—20p.; Paper presented at the 1977 Joint National Meeting of the Latin American Studies Association and the African Studies Association (Houston, Texas, November 5, 1977)
Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (P-6037, $1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Civil Liberties, *Court Litigation, Discriminatory Legislation, *Equal Opportunities (Jobs), Equal Protection, *Illegal Immigrants, Law Enforcement, *Mexican Americans, Mexicans, Racial Discrimination, *Search and Seizure, Supreme Court Litigation
Identifiers—*Carter Amnesty Plan, Chicanos

The illegal Mexican migration to the U.S. has resulted in judicial and statutory responses that have constrained the constitutional and civil rights of Chicanos. The Supreme Court, in its concern for stopping the flow of illegal immigrants, has ruled in U.S. v. Martinez-Fuerte that it is not a constitutional violation to refer motorists to a secondary inspection location at a permanent border patrol checkpoint even if such referral is based largely on a Mexican appearance or lacks any reasonable suspicion. The discriminatory effect of such a policy will fall upon the Chicano. The Carter plan to add border patrolmen and reorganize the border patrol's resources for greater effectiveness will only multiply the discriminatory incidents if the inspection policy is unchanged. The Carter plan should provide a change in the inspection policy which will accord Chicanos the same rights to unfettered passage that is accorded to other non-Mexican looking citizens. Likewise, the Carter plan which involves sanctions against employers who engage in a pattern or practice of hiring illegal aliens is unbalanced in that it is inadequate in its protection against employment discrimination surely to be suffered by Chicanos and legal Mexican aliens. The Carter plan should include specific statutory protection for Chicanos and legal Mexican aliens against employment discrimination by all employers. Such statutory protection should include authorization for the recovery of attorney's fees for plaintiffs seeking the law's protection. (Author/NQ)

ED 157 677 RC 010 686
Smith, Leslie Whitener Rowe, Gene
The Hired Farm Working Force of 1976.
Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.
Report No—AER-405
Pub Date Jul 78
Note—53p.; Not available in hard copy due to small print size of original; Related document ED 133 132
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Age Differences, *Agricultural Laborers, Blacks, Caucasians, *Employment Patterns, *Employment Statistics, Ethnic Groups, *Farm Labor, Income, Labor Force, Man Days, *Migrant Workers, Place of Residence, Seasonal Laborers, Sex Differences, *Socioeconomic Background, Spanish Speaking, Statistical Data, Wages, Working Women

The report presents data on demographic, social and economic characteristics of 2.8 million persons 14 years of age and over who did farmwork for cash wages or salary in 1976, and summarizes some of the more pertinent changes in the size, composition, and employment patterns of hired farmworkers. Data, taken from a survey conducted by the Bureau of the Census as a supplementary part of the December 1976 Current Population Survey, include each State and the District of Columbia but not Puerto Rico or other U.S. territories. Tabular data are organized into three areas: characteristics of the 1976 hired farm working force; selected subgroups of hired farmworkers; and changing characteristics of the hired farm working force. Data indicate that: generally, hired farm workers were young (median age 23), white (74%), male (74%), and lived off the farm; approximately 11% were Hispanic, 14% were Black & Others, and 25% were women; during 1976, 24% of the Farm Working Force did only farm labor, 17% did nonfarm work for most of the year, and 8% were migrants; the average annual wage for farm workers was $1,625. (EJ)

SE

ED 157 678 SE 022 738
Rowe, Mary Budd
Factors Relevant to Recruitment/Retention of Minorities in Science Professions.
Pub Date Apr 77
Note—24p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977); Not available in hard copy due to marginal legibility of original document; Pages 15 and 18 removed due to copyright restrictions
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Career Opportunities, *Educational Programs, *Minority Groups, Personnel Selection, Professional Personnel, *Recruitment, Science Education, *Scientific Manpower, Scientific Personnel, Scientists

This paper discusses some of the factors that may be relevant to recruitment/retention of minorities into professions. It is based on two assumptions: (1) the job potential in science professions is especially good for minorities; and (2) parity with respect to minorities in science professions is an acceptable goal. Certain factors influencing recruitment/retention in science professions are examined, especially parents, peers, role models, counselors, and teachers. Information is provided to classify the steps these people can take to encourage science career choices among minorities. The author also suggests what lines of research need to be pursued as a basis for better recruitment/retention planning and some of the characteristics of a comprehensive approach to the problem of recruitment/retention. (Author/MA)

ED 157 679 SE 022 758
Maple Heights City School District Environmental Education Program. Final Report.
Maple Heights City Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date 30 Jun 77
Grant—G007602026
Note—108p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Environmental Education, *Inservice Teacher Education, Instructional Materials, *Learning Activities, *Program Descriptions, Reports, Resource Materials, Science Education, *Teacher Developed Materials, Teacher Workshops

This publication is the final report of an Environmental Inservice Experience for teachers. It is divided into four parts. Section I gives a general overview of the environmental education program. Section II includes research information about inservice training in environmental education. This is meant to provide background information and the rationale for the design of the inservice program. An explanation of the major inservice workshops and resulting class activities follows the research information. Section III contains descriptions of the projects and activities which took place in the senior and junior high schools. Materials used by teachers and narratives of their experiences have been provided where possible. In the appendix are some of the teachers' evaluation questionnaires, a copy of the student questionnaire, information on one elementary teacher's project, and a list of materials found to be useful. (Author/MA)

ED 157 680 SE 022 813
Schmiess, Elmer
Capturing Solar Energy in the Classroom with Plants.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date May 77
Note—15p.; For related document, see ED 113 236; Not available in hard copy due to marginal legibility of original document
Available from—Insights, Center for Teaching and Learning, Corwin Hall, University of North Dakota, Grand Forks, North Dakota 58202 (annual subscription $3.50)
Journal Cit—Insights: Into Open Education; v9 n8 May77
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Botany, Elementary Education, *Elementary School Science, Environmental Education, *Instructional Materials, Natural Resources, *Open Education, *Resource Materials, *Science Activities, *Science Education, Soil Science

This newsletter is published eight times during the academic year for teachers in an open educational setting. This issue is concerned with the plant and its environment. Activities explore different types of soils and their implications for indoor gardening, plant propagation techniques, and preparation of potting soils. Each activity provides an introduction, materials list, procedures, and vocabulary word list. Further pages in the newsletter list numerous sources for plants and materials, giving names and addresses for each. This source list also includes books and book series for students and teachers. (MA)

ED 157 681 SE 022 840
Tully, Randolph R., Jr., Ed.
A Curriculum Activities Guide to Electric Power Generation and the Environment.
Project KARE, Blue Bell, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75
Grant—OEG-71-1775
Note—154p.; For related documents, see SE 022 841-842
Available from—Project KARE, Colony Office Bldg., Route 73 & Butler Pike, Blue Bell, Pa. 19422 (no price quoted)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Curriculum Guides, *Elementary Secondary Education, *Energy Conservation, *Environmental Education, *Instructional Materials, Learning Activities, Natural Resources, Science Activities, Science Education, Teacher Developed Materials, Values
Identifiers—Project KARE

This guide was developed by teachers involved in a workshop on "Electric Power Generation and the Environment." Activity topics are: (1) Energy and the Consumer; (2) Energy and Water

Pollution; and (3) Energy and Air Pollution. Within these topics, the activities are classified as awareness level, transitional level, or operational level. Each activity contains an introduction, questions, equipment list, and procedure. There are over 70 activities for students in grades 1-12. The appendix provides a brief description of the development of the learning activities in this guide. (MA)

ED 157 682 SE 022 841

Tully, Randolph R., Jr., Ed.

A Curriculum Activities Guide to Interdisciplinary Environmental Studies.

Project KARE, Blue Bell, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—OEG-71-1775

Note—195p.; For related documents, see SE 022 840-842

Available from—Project KARE, Colony Office Bldg., Route 73 & Butler Pike, Blue Bell, Pa. 19422 (no price quoted)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Curriculum Guides, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, Natural Resources, Resource Materials, Science Education, *Teacher Developed Materials

Identifiers—Project KARE

This guide contains a variety of interdisciplinary learning activities in environmental education. It was developed by teachers and intended for use in elementary or junior high school programs. The contents are divided into six sections according to subject: (1) Art and Sensitivity; (2) Language Arts; (3) Mathematics; (4) History; (5) Social Studies; and (6) Science. Each activity includes introduction, equipment list, procedure, and questions. There are over 80 activities total and each content subject has activities that are related to other subject areas by topic. An appendix explains the development work done in writing this guide. (MA)

ED 157 683 SE 022 842

Sexton, Alan D., Ed.

A Curriculum Activities Guide to Selected Environmental Topics for Use With Elementary and Junior High School Students.

Project KARE, Blue Bell, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-71-1775

Note—133p.; For related documents, see SE 022 840-841

Available from—Project KARE, Colony Office Bldg., Route 73 & Butler Pike, Blue Bell, Pa. 19422 (no price quoted)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Curriculum Guides, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, Natural Resources, Pollution, Population Education, Science Education

Identifiers—Project KARE

This guide contains learning activities in environmental education developed by teachers and intended for use at the elementary or junior high school levels. Topics covered include: water, esthetics, air, soil and sediment, solid waste, energy, noise, population, and transportation. Generally, each activity contains an introduction, a listing of materials, the statement of procedure, and several appropriate questions to ask the students. Activities are interdisciplinary and include pond studies, poetry writing, and art work. The appendix contains information about the development and writing of this curriculum guide. (MA)

ED 157 684 SE 022 919

Colbert, Joel A.

The Development, Implementation, and Evaluation of an Elementary Student Teacher Supervision Program Utilizing an Interaction Analysis Format.

Pub Date 77

Note 132p.; Ed.D. Dissertation, University of Kansas

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors Attitudes, *College Supervisors, Doctoral Theses, *Educational Research, *Elementary School Teachers, Higher Education, Program Evaluation, *Student Teaching, *Supervisory Training, *Teacher Education, Teaching Methods

The purpose of this study was to develop, implement, and evaluate an objective approach to supervising elementary school student teachers, utilizing observational instruments and following an interaction analysis format. The primary instrument used was the Instrument for the Analysis of Science Teaching. The focus of the instruments and format for the model was to operationally define strategies that were believed to be important to the success of student teachers. Data were subjected to a Multivariate Analysis of Variance. This research attempted to better define the role of the supervisor and to develop a supervisor training program in order to promote professional growth in the student teachers. Results indicated that the success of this program did not appear to be significantly better than the one currently in use. (Author/M)

ED 157 685 SE 023 048

Harmon, David Jerome

The Relationships of Student Anxiety and Dependency to the Effects of Teaching Structure on the Learning of Science Knowledge and Processes Within Inductive/Discovery Learning.

Pub Date 77

Note—258p.; Ph.D. Dissertation, The Ohio State University

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Anxiety, Discovery Learning, *Doctoral Theses, *Educational Research, Elementary Education, *Elementary School Science, Formative Evaluation, Instruction, Knowledge Level, *Science Education, *Teaching Methods

This study was designed to determine the relationships of student anxiety and dependency to the effects of teaching structure on the acquisition of science knowledge and processes within inductive/discovery learning. Teaching structure refers to the relative amounts of teacher and/or student control within the tasks. Randomly assigned fifth- and sixth-grade students from two elementary schools within one suburban school district comprised the population. Instruments used included the Children's Manifest Anxiety Scale, the Modified Dependence Proneness Scale, and the Ankney-Joyce Reasoning Test. Results support the following conclusions relative to the population sampled in this study: (1) The high anxiety individuals gain more knowledge when teaching is highly structured; (2) Contrary to the literature, low teaching structure enhanced low anxiety students' performance relative to that of the high anxiety students; (3) There is some evidence that low dependent individuals perform better with low teaching structure; (4) Individuals who are both high in anxiety and high in dependency do better on the knowledge and process levels of achievement; (5) Overall, low dependency individuals do better on more complex tasks; and (6) Overall, a high degree of teaching structure is better for difficult tasks. (Author/MA)

ED 157 686 SE 023 369

Horn, B. Ray

A Conceptual Analysis of the Economic Effects of an Effluent Charge on an Industry--An Exemplary Environmental Problem-Solving and Policy Development Aid Designed for Instructional Purposes.

Michigan Univ., Ann Arbor. School of Natural Resources.

Pub Date 72

Note—17p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Conservation (Environment), Economic Factors, Environmental Criteria, *Environmental Education, *Instructional Materials, *Models, *Problem Solving, Science Education, *Water Pollution Control, Water Resources

This paper is addressed to the student already familiar with basic economic terms and concepts. It analyzes some existing policy alternatives by which sociopolitical units can attempt to modify environmental behavior. The primary objective of the paper is to construct a theoretical model of probabilistic effects that an effluent charge has on an industry. Application of a portion of the model is given, along with an evaluation of the completed tasks by specifying additional assumptions, limitations, and aspects needing further study. References are given. (Author/MA)

ED 157 687 SE 024 106

Sanitary Engineering Unit Operations and Unit Processes Laboratory Manual.

American Association of Professors in Sanitary Engineering.

Pub Date Jan 71

Note—98p.

Available from—AEEP, c/o Michael J. Humenick, Department of Civil Engineering, University of Texas at Austin, Austin, Texas 78712 ($12.00; Add $1.25 for shipping and handling for 1-5 copies, $2.50 for 6-10 copies, etc.)

Document Not Available from EDRS.

Descriptors—*Higher Education, *Instructional Materials, *Laboratory Manuals, *Learning Activities, Sanitation, Science Education

Identifiers—*Waste Water Treatment

This manual contains a compilation of experiments in Physical Operations, Biological and Chemical Processes for various education and equipment levels. The experiments are designed to be flexible so that they can be adapted to fit the needs of a particular program. The main emphasis is on hands-on student experiences to promote understanding. Experiment topics include: (1) Coagulation and Flocculation, (2) Sedimentation, (3) Filtration, (4) Disinfection, (5) Ion Exchange, and (6) Biological Oxidation. Each activity provides background information, objective, procedure, analysis, problems and questions, and references. (MA)

ED 157 688 SE 024 180

Rogers, Robert H.

Application of LANDSAT to the Surveillance of Lake Eutrophication in the Great Lakes Basin. Final Report.

Bendix Corp., Ann Arbor, Mich.

Spons Agency—National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.

Report No—BSR-4291

Pub Date Sep 77

Contract—NASA-5-20942

Note—197p.; Colored photographs will not reproduce well

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Computer Oriented Programs, *Ecological Factors, Ecology, Environmental Influences, *Land Use, Natural Resources, *Reports, *Sciences, *Water Pollution Control

Identifiers—LANDSAT, *Remote Sensing

This document reviews the process by which the cost benefits of using LANDSAT on an operational basis in the surveillance of lake eutrophication was established. The program identified the information needs of users conducting on-going water quality programs, transformed these needs into remote sensing requirements, produced LANDSAT maps and data graphics responsive to the requirements, and compared the information and cost achieved by LANDSAT with those obtained from other data sources. The study was used to support the EPA's study of lake eutrophication in Saginaw Bay, Michigan and the State of Wisconsin's lake and watershed studies. The significant results of the program included the demonstration of cost-effective systems for monitoring: (1) trophic state of areas/scenes containing 200 or more lakes of 50 acres or larger; (2) trophic state of the Great Lakes; and (3) watershed land use required to predict pollutants in runoff. (Author/MA)

ED 157 689 SE 024 208

Peters, Richard O.

Progress Toward a Global Perspective of Environmental Quality: Strategies to Affect Student Awareness of the Environment.

Pub Date Jun 78

Note—15p.; Contains light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Conferences, *Educational Objectives, *Educational Philosophy, Elementary Secondary Education, *Environmental Education, *Global Approach, Natural Resources, *Program Descriptions, Program Development, Science Education

National and International Conferences on Environmental Education have been held over the last three years. These provide a global perspective that is translated into goals and objectives for environmental education programs in the United States. Emphasis is on the need to educate people to the fact that all mankind shares the earth and that with this realization comes responsibilities on

a world-wide scale. The quality of life from a global perspective is described by the four freedoms of the environmental education movement which include participation in recreational activities, survival, self-determination as a species, and freedom from want. This global approach is being incorporated into a K-12 environmental education program through an Experimental Schools (ES) project funded by the National Institute of Education. Background information is given on the development and progress of this program, along with a statement of program goals. (MA)

ED 157 690 SE 024 299
Sandford, James F.
Mathematics Through the Computer.
Pub Date 76
Note—130p.; M.S. Dissertation, New Jersey Institute of Technology
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Ohio State Univ., 1200 Chambers Rd., Columbus, OH 43212 (on loan)
Document Not Available from EDRS.
Descriptors—Activity Units, Computer Programs, Computers, *Computer Science, *Instructional Materials, Masters Theses, Mathematics Education, *Programing, *Resource Materials, Secondary Education, *Secondary School Mathematics
Identifiers—*BASIC Programing Language, Computer Terminals
This manual is intended to provide the high school classroom teacher with a reference in which the teacher can present the computer language "BASIC" and demonstrate its usefulness in algebraic concepts. Lesson plans constitute the major part of the manual with attention being given to objectives, presentations, assignments, materials, and detailed computer solutions to problems and exercises. Chapter one serves as an introduction to computers and computer programing. Chapter two provides information and suggestions to the teacher for integrating the computer terminal into the classroom and demonstrates how the computer supports learning about different number sets. Chapter three shows how a large topic such as graphing can be enhanced by the use of computers. (MN)

ED 157 691 SE 024 340
Torge, Herman
A Fast-Track Late-Entry Program for Women in Engineering.
Pub Date Mar 78
Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Affirmative Action, *Engineering Education, *Equal Opportunities (Jobs), Higher Education, *Professional Education, Professional Occupations, *Program Evaluation, Recruitment, Science Education, *Womens Education
The scarcity of women in engineering prompted the design of this program which moves eligible women into engineering with 12 months of intensive course work. Qualifications for entry included a college degree with emphasis in math or science, underemployed or employed in non-degree related work. Evaluation activities included program monitoring, score comparisons with regular students, staff interviews, and women self-concept measurements. Problems encountered were low self-concept, extreme competition, family and financial concerns, and student-staff conflicts. A longitudinal study is planned. (Author)

ED 157 692 SE 024 374
Hollander, Rachelle
Interactions of Citizens and Scientists: Experience in One Federal Program.
Pub Date Mar 78
Note—9p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Citizen Participation, Decision Making, Government Role, Historical Reviews, *Policy Formation, *Program Descriptions, Science Education, *Scientific Personnel, *Technology
Identifiers—National Science Foundation
This paper summarizes the history and current directions of the Science for Citizens program at the National Science Foundation and notes the role evaluation and evaluators might play with respect to it. The goal of the program is to help scientists and citizens participate knowledgeably in policy-making with respect to issues in which science and technology play an important part. To be responsive to this Congressional mandate, the program is handled as a citizen (including scientists) education program, demanding assurance of objectivity and balance, within specified, explicit political contexts in which citizens can make decisions and influence policy. The projects which the program supports, the program components themselves, and the assumptions about issue-orientation, audience, and process on which the program is based, all need evaluating. American Educational Research Association members are invited to become involved with the projects and the program in that role. (Author)

ED 157 693 SE 024 377
Boeschen, John And Others
Science Study Aids 1: Dehydration for Food Preservation.
Agricultural Research Service (DOA), Washington, D.C.; Wordworks, Richmond, Calif.
Pub Date 78
Note—13p.; For related documents, see SE 024 378-383
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Biology, Chemistry, General Science, *Instructional Materials, *Science Activities, *Science Education, Scientific Methodology, *Secondary Education, *Teaching Guides
This publication is the first of a series of seven supplementary investigative materials for use in secondary science classes providing up-to-date research-related investigations. This unit is structured for grades 9 through 12. It is concerned with the osmatic dehydration of fruits. The guide provides students with information about food preservation techniques, particularly osmovac. The first part of this guide provides the teacher with: (1) materials needed; (2) suggestions to facilitate classroom use for the investigations; and (3) suggested reading. The second part provides students with background information and four investigations. The investigations are based on the biological principle of diffusion through a membrane: osmosis. They are: (1) solute exploration; (2) time and water loss; (3) sugar concentration and water loss; and (4) emergency water purification. Each investigation consists of: (1) materials needed for a four-student team; (2) procedures; (3) questions for thought; (4) extending the investigations; and (5) suggested reading. (HM)

ED 157 694 SE 024 378
McConnell, Bill Kurtzman, Ralph H., Jr.
Science Study Aids 2: Mushrooms - Nature's Recyclers.
Agricultural Research Service (DOA), Washington, D.C.; Wordworks, Richmond, Calif.
Pub Date 78
Note—12p.; For related documents, see SE 024 377-383
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Biology, General Science, *Instructional Materials, Investigations, *Science Activities, *Science Education, Scientific Methodology, *Secondary Education, *Teaching Guides
Identifiers—Fungi, Pleurotus Ostreatus
This publication is the second of a series of seven supplementary investigative materials for use in secondary science classes providing up-to-date research-related investigations. This unit is structured for grade levels 7 through 9. It is concerned with food value of liquified cellulosic agricultural wastes: paper, straw, corn cobs, sawdust and food processing plant wastes. This guide provides students with the opportunity to study fungi (mushrooms) and the effect they have on common waste material found in and around the home and school. The first part of this guide describes: (1) materials needed; (2) preparing nutrient solutions; (3) sources for spawn; and (4) suggested reading. The second part provides students with background information and one laboratory investigation. The information consists of: (1) materials needed for a four-student team; (2) procedures; (3) questions for thought; (4) extending the investigation; and (5) suggested readings. (HM)

ED 157 695 SE 024 379
McConnell, Bill
Science Study Aids 3: Carbohydrates - Nature's Energy Source.
Agricultural Research Service (DOA), Washington, D.C.; Wordworks, Richmond, Calif.
Pub Date 78
Note—15p.; For related documents, see SE 024 377-383
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Biology, Chemistry, *Instructional Materials, Investigations, Organic Chemistry, *Science Activities, *Science Education, *Secondary Education, Secondary School Science, *Teaching Guides
Identifiers—*Carbohydrates
This publication is the third of a series of seven supplementary investigative materials for use in secondary science classes providing up-to-date research-related investigations. This unit is structured for grade levels 7 through 12. It is concerned with the role of carbohydrates as important nutrients for consumers. This guide will enable students to study and identify certain carbohydrates. The first part of this guide provides the teacher with: (1) materials needed; (2) background information; (3) preparing reagents; and (4) suggested reading and films. The second part provides students with background information and two investigations: (1) testing for unknown carbohydrates, and (2) determination of stored carbohydrates in vegetables. Each investigation consists of: (1) materials needed for a four-student team; (2) procedures; (3) questions for thought; (4) extending the investigation; and (5) suggested readings. (HM)

ED 157 696 SE 024 380
McConnell, Bill McCready, R. M.
Science Study Aids 4: Plant Pigments - Studies in Color Changes.
Agricultural Research Service (DOA), Washington, D.C.; Wordworks, Richmond, Calif.
Pub Date 78
Note—14p.; For related documents, see SE 024 377-383
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Biology, Chemistry, *Chromatography, *Instructional Materials, Investigations, Plant Science, *Science Activities, *Science Education, *Secondary Education, Secondary School Science, Teaching Guides
Identifiers—*Plant Pigments
This publication is the fourth of a series of seven supplementary investigative materials for use in secondary science classes providing up-to-date research-related investigations. This unit is structured for grades 9 through 12. It deals with physical factors that affect color changes in plant foods during processing and in the preparation of fresh and frozen green vegetables for consumers. In addition, this guide provides background information on plant pigments and the changes they undergo during food processing. The first part of this guide identifies: (1) materials needed; (2) supplementary information; (3) suggested reading; and (4) films and film loops. The second part provides students with background information and two investigations: (1) observations on color changes in selected plant material, and (2) factors that affect stability of chlorophyll in green vegetables. Each investigation consists of: (1) materials needed for a four-student team; (2) procedures; (3) questions for thought; (4) extending the investigation; and (5) suggested readings. (HM)

ED 157 697 SE 024 381
Boeschen, John Randall, John M.
Science Study Aids 5: Tannin - Nature's Filter.
Agricultural Research Service (DOA), Washington, D.C.; Wordworks, Richmond, Calif.
Pub Date 78
Note—12p.; For related documents, see SE 024 377-383
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agriculture, Chemistry, General Science, *Instructional Materials, Investigations, *Science Activities, *Science Education, *Secondary Education, Secondary School Science, *Teaching Guides
Identifiers—*Tannin
This publication is the fifth in a series of seven supplementary investigative materials for use in secondary science classes providing up-to-date research-related investigations. This unit is structured for grade levels 9 through 12. It is con-

cerned with the removal of heavy divalent metals from water with the use of tannin-containing agricultural by-products. The first part of this guide provides the teacher with information about: (1) materials needed; (2) supplementary information; (3) preparation of peanut skins for use in the investigation; and (4) suggested readings. The second part provides students with background information and two investigations: (1) discovering an ion-exchange medium, and (2) scavenging heavy metals from solution. Each investigation consists of: (1) materials needed for a four-student team; (2) procedures; (3) questions for thought; (4) extending the investigation; and (5) suggested readings. (HM)

ED 157 698 SE 024 382
Boeschen, John Alderton, Gordon
Science Study Aids 6: Lysozyme - The Cooperative Enzyme.
Agricultural Research Service (DOA), Washington, D.C.; Wordworks, Richmond, Calif.
Pub Date 78
Note—11p.; For related documents, see SE 024 377-383
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Biology, *Chemistry, *Instructional Materials, Investigations, *Science Activities, *Science Education, Scientific Methodology, *Secondary Education, Secondary School Science, Teaching Guides
Identifiers—*Enzymes
This publication is the sixth of a series of seven supplementary investigative materials for use in secondary science classes providing up-to-date research-related investigations. This unit is structured for grade levels 10 through 12. It is concerned with the crystallization of an enzyme, lysozyme, from egg white. The first part of this guide provides the teacher with: (1) materials needed; (2) suggestions to facilitate classroom use for the investigation; and (3) suggested readings. The second part provides students with background information and one major investigation - crystallization of lysozyme. The investigation consists of: (1) materials needed for a four-student team; (2) procedures; (3) questions for thought; (4) extending the investigation; and (5) suggested readings. (HM)

ED 157 699 SE 024 383
McConnell, Bill
Science Study Aids 7: Fermentation - Activities of a Fabulous Fungus.
Agricultural Research Service (DOA), Washington, D.C.; Wordworks, Richmond, Calif.
Pub Date 78
Note—11p.; For related documents, see SE 024 377-382
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Biochemistry, General Science, *Instructional Materials, Investigations, *Science Activities, *Science Education, Scientific Methodology, *Secondary Education, Secondary School Science, *Teaching Guides
Identifiers—*Fermentation
This publication is the seventh of a series of seven supplementary investigative materials for use in secondary science classes providing up-to-date research-related investigations. This unit is structured for grades 7 through 10. It is concerned with the roles of fermentation processes in the agriculture and food industry. The guide enables students to study the effect of temperature on the rate of fermentation by yeasts. The first part of this guide provides the teacher with: (1) materials needed; (2) supplementary information; (3) preparation of sugar solution and yeast suspension; and (4) suggested readings. The second part provides students with background information and one laboratory investigation - fermentation: activities of a fabulous fungus. The investigation consists of: (1) materials needed for a four-student team; (2) procedures; (3) questions for thought; (4) extending the investigation; and (5) suggested readings. (HM)

ED 157 700 SE 024 411
Noe, Michael J.
Scientific Literacy and Support of Scientific Research. Draft Copy.
Pub Date Mar 78
Note—29p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Attitudes, *Educational Research, *National Surveys, Public Opinion, *Science Education, *Scientific Literacy, Scientific Research, Secondary Education, Speeches, *Student Attitudes
This document is concerned with determining student attitudes towards the support of scientific research. It is divided into three major topics. The first section briefly summarizes recent concern in the scientific community over public attitudes toward science. Section two reviews public opinion data on attitudes towards science, and three presents some findings from the 1976-77 science assessment on support for scientific research among the nation's youth. Recent survey information indicates that while public opinion of scientists has dropped since the middle 1960s, it is still better in comparison to other professionals. Results of the support for research assessment among the nation's 17-year-olds suggest that a person's knowledge of science may play an important part in determining the extent of that support. It is suggested that attempts to heighten young citizens' interest in and knowledge of science are in the best interests of the scientific community. (Author/MA)

ED 157 701 SE 024 420
Safety in the School Science Laboratory: Instructor's Resource Guide.
National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.
Pub Date Aug 77
Note—483p.; Contains small, light and broken type particularly in Exhibits; Pages 8-18, 14-21 and 14-22, W-5-9, W-5-11 through W-5-13, W-8-7, W-8-9 and W-8-10 removed due to copyright restrictions
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors—Guides, *Inservice Programs, Inservice Teacher Education, *Laboratory Safety, Safety, *Science Education, *Science Laboratories, *Science Teachers, Secondary School Teachers, Training
Identifiers—*National Institute Occupational Safety and Health
This publication presents a suggested inservice training program for safety in the laboratory for secondary school science teachers. It consists of three parts. Part one discusses administrative guidelines. Part two consists of 14 lesson plans for lectures in the training course for teachers. Each of these lesson plans consists of an overview, table of contents, and text in a script format. Most of these also have reference citations and a slide script. Each lecture lesson plan is complete and independent of the others to facilitate changes in the desired sequence. Part three has four workshop lesson plans for the course. Each workshop consists of a lesson plan with overview, listing of contents, text in script format, exhibits for background or reference, and worksheets for exercises. Directions are also provided. Each workshop is tied to a lecture lesson. Five appendices are presented at the end of the publication: (1) Audio-Visuals; (2) Library Resources; (3) Dictionary of Resources; (4) Program Evaluation; and (5) Trainee Evaluation. (HM)

ED 157 702 SE 024 431
Finch, Shari, Ed.
Science Books & Films, Volume XIV, Number 1.
American Association for the Advancement of Science, Washington, D.C.
Pub Date May 78
Note—62p.
Available from—Publications Department (Dept. W3), American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($17.50 per year, $5.00 single copy)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Book Reviews, Elementary Secondary Education, *Films, Higher Education, Instructional Aids, Mathematics, *Science Education, *Sciences, *Social Sciences, Technology
Identifiers—*American Association for Advancement of Science
This document presents a continuation of the American Association for the Advancement of Science (AAAS) review of science films and books. Each book or film review includes: grade level, the level of recommendation from "Highly recommended" to "Not recommended," bibliographic data, and ordering information. A special section is devoted to children's books. Books and films are from different areas of social sciences, pure sciences, technology (applied sciences), geography and history. (HM)

ED 157 703 SE 024 434
Friedman, Adele C.
Strangers in Paradise: The Life and Literature of Foreign-Born Women in California.
Pub Date [77]
Note—10p.; A report on student research in a class participating in the MLA project, "Teaching Women's Literature from a Regional Perspective"; Not availalble in hard copy due to marginal legibility of orginal document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Females, Feminism, *Foreign Culture, Historical Reviews, *Life Style, Sex Role, Social Values, *Sociocultural Patterns, *Student Research, *Womens Studies
Identifiers—California
This paper presents student research from a class project on the Life and Literature of Foreign-Born Women in California. It examines the role of these women in agriculture, the arts, and political and economic life. Specific accounts of women from Russia, Poland, France, and Mexico are given. Others mentioned include those women born in America but with vast cultural disparity, the Black Creoles from Louisiana and the Native American. The researcher concludes that each women is an individual who has been shaped by her cultural tradition. Those women with the strongest or most content personalities are those who have maintained a cultural link with tradition. It is suggested that these women can serve to teach others from their experiences. (MA)

ED 157 704 SE 024 471
Hayes, Denis
The Solar Energy Timetable. Worldwatch Paper 19.
Worldwatch Inst., Washington, D.C.
Pub Date Apr 78
Note—43p.; Not available in hard copy due to copyright restrictions
Available from—Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Conservation (Environment), Ecological Factors, *Economics, *Energy, *Environmental Education, Fuels, Natural Resources, Science Education, *Solar Radiation, *Technology, Values
This publication proposes a timetable for converting the world economy to solar energy. The contents include: (1) A solar-powered world by 2025; (2) Heating and cooling; (3) Renewable fuels; (4) Electricity; (5) Getting there from here; and (6) Notes. Numerous facts are presented within these sections. International solar research programs are reviewed briefly for Sweden, Japan, Denmark, Britain, Australia, Brazil, and China. A global energy policy is recommended. (MA)

ED 157 705 SE 024 496
Ziv, Devorah Hochstein, Suzanne Friedman
Environmental Education in Israel: Israel National Report to the United Nations Conference on Environmental Education.
Ministry of Education and Culture, Jerusalem (Israel).
Report No—EPS-Pub-05
Pub Date Oct 77
Note—55p.; Portions written in Hebrew, Arabic, and French
Available from—Ministry of Education and Culture, Jerusalem, Israel (no price quoted)
Document Not Available from EDRS.
Descriptors—*Citizen Participation, *Conference Reports, *Elementary Secondary Education, Government (Administrative Body), Higher Education, Nonformal Education, Organizations (Groups), *Program Descriptions, Science Education
Identifiers—Israel, United Nations
This publication is an Israel National Report prepared for the United Nations Conference on Environmental Education. It presents the following information: (1) The Environment in Israel; (2) Environmental Education (Formal and Non-Formal); and (3) Public Involvement (Government and Public Organizations, Special Events). There are two appendices, one listing the environmental films produced in Israel and

the other listing Universities and Research Institutes, Public Organizations, and the Ministry of Education and Culture in Israel. Environmental Education is aimed at the public at large, at policy and decision makers, and at the training of professional manpower. This report concentrates on those activities that have contributed to a growing awareness of the Israel public for environmental issues. (MA)

ED 157 706 SE 024 499

Fagerlind, Ingemar And Others

Science Achievement When the Instructional Medium is the Student's Second Language. Draft.

Pub Date Mar 78

Note—40p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Cultural Factors, *Educational Research, Handicapped Students, Instruction, *International Studies, Language Handicapped, *Language of Instruction, *Science Education, *Second Languages

Identifiers—American Educational Research Association

This presentation focuses on the extent to which students are handicapped when the medium of instruction in the content fields is a language other than their mother tongue. The presentation has three parts. First, the International Association for the Evaluation of Educational Achievement (IEA) research literature regarding the impact of language factors on science achievement is reviewed. Second, information from the National Assessment of Educational Achievement in Botswana is used to describe the magnitude of the problem in many developing nations. Third, major causes of science achievement for linguistically handicapped students are examined by reference to a survey of science achievements of international students at a Stockholm (Sweden) upper-secondary school. The main conclusion reached is that students are severely handicapped when the medium of instruction in the content fields of schooling is a language other than their mother tongue. Attention is drawn to the necessity of educational aid agencies taking into account the entire culture-learning context in view of the finding that the mere equalization of educational resources across schools/nations is not enough to achieve parity of results. (HM)

ED 157 707 SE 024 511

Science Curriculum Guide, Primary Grades: K-3. Curriculum Bulletin Number 25.

Cincinnati Public Schools, Ohio. Dept. of Instruction.

Pub Date 76

Note—632p.; For related document, see SE 024 512; Contains occasional light and broken type

EDRS Price MF-$1.16 HC-$34.15 Plus Postage.

Descriptors—Biological Sciences, *Curriculum, Earth Science, Elementary Education, *Elementary School Science, Instruction, Learning, Physical Sciences, *Primary Education, *Science Education, Ungraded Curriculum

Identifiers—*Ohio (Cincinnati)

This publication is designed as a guide for the instructional program in science. The first part contains performance goals and conceptual schemes. Emphasis is placed on the teaching of science as content and as process. The processes outlined are: observing, classifying, measuring, inferring, predicting, and identifying variables. Experimental work is stressed where the classroom and the community as a whole serve as a laboratory for the children. The interrelation of science with other areas of the curriculum is encouraged, especially those learning activities which are appropriate for career motivation. The units in the guide are not grade-placed but represent a four-year span, K-3. They include the three major strands of science: Physical, Earth, and Life Science. For each strand, the concepts, performance objectives, materials, and learning activities are stated in detail. Evaluation is to be a continuous but informal activity on the part of the teacher. (GA)

ED 157 708 SE 024 512

Science Curriculum Guide, Intermediate Grades: 4-6. Curriculum Bulletin Number 26.

Cincinnati Public Schools, Ohio. Dept. of Instruction.

Pub Date 76

Note—399p.; For related document, see SE 024 511; Contains light and broken type

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Biological Sciences, *Curriculum, Earth Science, *Elementary Education, *Elementary School Science, Instruction, Learning, Physical Sciences, *Science Education, *Ungraded Curriculum

Identifiers—*Ohio (Cincinnati)

This publication is designed as a guide for the instructional program in science for grades 4-6. The first part contains performance goals and conceptual schemes. Emphasis is placed on the teaching of science as content and as process. The processes to be included and outlined are: observing, classifying, communicating, measuring, inferring, predicting, identifying and controlling variables; formulating hypotheses; using and formulating operational definitions; using and formulating models; and experimenting. Laboratory work is stressed where the classroom and the community as a whole serve as a field of experimentation for children. The interrelation of science with other areas of the curriculum is encouraged, especially those learning activities which are appropriate for career motivation. The roles of the teacher and the principal are stated. The units in the guide are not grade-placed but represent a three-year span, grades 4-6. They include the three major strands of science: Physical, Earth, and Life Science. For each strand, the concept, performance objectives, materials, and learning activities are stated in detail. Evaluation is to be broad and continuous but in an informal manner. (GA)

ED 157 709 SE 024 513

Searls, Donald T. And Others

Change in National Science Achievement: Some Analysis Problems.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date 75

Note—19p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Achievement, *Educational Research, *Reports, *Science Education, *Statistical Analysis, Surveys, Testing

Identifiers—*National Assessment Educational Progress

This document explores some of the problems associated with understanding the data of a report completed by the National Assessment of Educational Progress (NAEP). The report deals with science achievement among young Americans over a period of four years. The procedure used by NAEP in assessing educational achievement and the factors involved in the selection of data is explained. A general problem related to change measures used by NAEP is explicated and approaches that might clarify possible factors associated with observed results are explored. Two kinds of data adjustment for science achievement measures are illustrated. One is aimed at removing masquerading and double counting due to disproportionate distributions of sub-populations. The other is aimed at estimating the impact of shifts of these distributions over time and the shifts in masquerading that might change real performance. (GA)

ED 157 710 SE 024 514

Simon, Charles W.

Design, Analysis, and Interpretation of Screening Studies for Human Factors Engineering Research. Revised Edition.

Canyon Research Group, Inc., Westlake Village, Calif.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No—TR-CWS-03-77A

Pub Date Jun 78

Contract—F44620-76-C-0008

Note—251p.; Update to ED 150 005; Contains marginal legibility in Appendices; Pages 194 and 198 removed due to oversize and marginal legibility

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Behavioral Science Research, Factor Analysis, *Human Engineering, *Research Design, Scientific Methodology, *Screening Tests, *Statistical Analysis, Trend Analysis

Methods are described for constructing Resolution IV Screening designs that are robust to linear, quadratic, and cubic trend effects and will also keep the number of factor-level changes for some variables at a minimum. Complete designs, capable of screening up to 32 variables, are provided along with appropriate methods of analysis. Numerous criteria for selecting non-trivial variables are discussed, including: mean difference, eta squared, cumulative probability, and half-normal plots. How to handle subjects in an experiment is described when their characteristics can be included as experimental factors and when they cannot be, and when subjects are merely a form of replication. The values of introducing multiple center points into screening designs are discussed. Lack-of-fit tests are provided to help decide whether a second- or third-order response surface is needed. Numerous methods of analyzing screening studies with multiple responses are described. A method is given for developing a prediction equation with data collected from an incomplete screening design. (Author/HM)

ED 157 711 SE 024 515

Simon, Charles W.

New Research Paradigm for Applied Experimental Psychology: A System Approach. Revised Edition.

Canyon Research Group, Inc., Westlake Village, Calif.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No—TR-CWS-04-77A

Pub Date Jun 78

Contract—F44620-76-C-00088

Note—140p.; Update to ED 150 006; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Behavioral Science Research, Correlation, *Experimental Psychology, *Psychology, Research, *Research Methodology, *Scientific Methodology, Scientific Research, *Statistical Analysis

This document discusses and critically reviews problems existing with utilizing traditional experimental methods in psychology, particularly engineering psychology. Experimental and correlational data collection methods are defined and compared. Arguments are presented for merging the more productive features of each. The combined approach is proposed to emphasize the point-of-view of the Experimentalists in a way that would enable the holistic philosophy of the Correlationists to dominate. Philosophy, strategy, and techniques are described which can be combined into a new research paradigm for experimental psychology. A sequential process is proposed that enables systematic multifactor experiments to be performed with great economy. This involves: (1) defining the problem; (2) identifying the critical variables; (3) developing the response surface; (4) refining the equation; and (5) verifying the experimental results. Conclusions and references are also presented. (HM)

ED 157 712 SE 024 554

Kopp, O. W. And Others

Elementary School Aerospace Activities: A Resource for Teachers.

Nebraska Univ., Lincoln.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No—NASA-EP-147

Pub Date 77

Note—137p.; Photographs may not reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 033-000-00693-4; $3.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Aerospace Education, Astronomy, Elementary Education, *Elementary School Science, Instructional Materials, *Resource Materials, *Science Activities, Science Education, Space Sciences, *Teaching Guides

Identifiers—*National Aeronautics and Space Administration

This publication is designed for use by elementary school teachers when introducing aerospace developments into classroom programs. Its materials, prepared at the University of Nebraska-Lincoln, are grouped into ten sections: (1) earth characteristics that affect flight; (2) flight in the atmosphere; (3) rockets; (4) technological advances; (5) unmanned earth satellites; (6) unmanned exploration of the solar

system; (7) life-support systems; (8) astronauts; (9) man in space; and (10) projections. Each section includes an outline followed by activities suggested to correlate with the outline. Each activity is geared for the appropriate age level, 5-7, 8-9, 10-11. Suggestions for research topics are listed. The metric system of measurement is used throughout. A bibliography of selected printed materials is included at the end of each section. A complete list of these printed and audiovisual materials is placed at the end of the handbook. In addition to this bibliography, a teacher resource list is presented. Addresses of publishers, producers, and distributers, and a glossary of some aerospace terms are also included at the end of the publication. (Author/HM)

ED 157 713 SE 024 565

Hanselman, David L. Reider, David A.

The Development of Environmental Education Materials for Investigating Fire-Environment-Man Relationships: Final Report.

Forest Service (DOA), Washington, D.C.; State Univ. of New York, Syracuse. Coll. of Forestry.

Pub Date 78

Note—335p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Conservation Education, *Curriculum Development, *Discovery Learning, *Ecology, *Environmental Education, *Fire Science Education, Forestry, Instructional Materials, Natural Resources, Simulation

Identifiers—Forest Fires, Forest Service Process Approach

This publication details the development and use of environmental education materials based on the United States Forest Service "Process Approach." This publication focuses on materials that teach the ecology and management of natural and man-made forest and brush fires. The main body of the contents develop and document a rationale for environmental education and the process approach. In the main body, a summary of the ecological effects of fire and the development and evaluation of the teaching materials is discussed. An extensive bibliography is included. The appendices include: (1) the evaluation survey package and summary of survey responses; (2) a land use simulation game presently used in workshops on the man-fire-environment relationships; (3) a slide/tape program script entitled "The Other Side of the Flame"; and (4) an analysis of simulation games. (MR)

ED 157 714 SE 024 567

Ho, Ju-Shey

Marine Flora and Fauna of the Northeastern United States. Copepoda: Lernaeopodidae and Sphyriidae.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Marine Fisheries Service.

Report No—NOAA-TR-NMFS-Circ-406

Pub Date Dec 77

Note—22p.; For related documents, see ED 151 154 and ED 151 157

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-017-00412-1; No price quoted)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Biology, College Science, Higher Education, *Marine Biology, *Oceanology, Science Education, *Scientific Research, *Taxonomy, *Zoology

Identifiers—*Copepods, *Keys (Biology)

This report is part of a sub-series to aid biology students, biologists, biological oceanographers, and informed laymen in the identification and study of marine flora and fauna of the Northeastern United States. Contents of this report include: (1) Introduction; (2) Glossary; (3) Key to the marine lernaeopodoid copepods of the Northeastern United States; (4) Annotated systematic list; (5) Selected bibliography; (6) Systematic index; (7) Acknowledgments; and (8) Coordinating Editor's comments. The "Order Lernaeopodidea" consists of four families of parasitic copepods. The lernaeopodoid Copepoda consists of some 300 species of extremely transformed copepods that are all parasites of fish known to fishermen as "gill maggots." Many species are vaguely known. This report presents a key to the sixteen species of lernaeopodoid Copepods that have been reported on fishes from Maine to Virginia. The key is only for the females because the dwarf male is characteristically attached to its female partner. The annotated systematic lists give known hosts for each of these 16 species. (MR)

ED 157 715 SE 024 575

National R&D Spending to Exceed $50 Billion in 1979. Science Resources Studies Highlights, May 1, 1978.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-78-304

Pub Date 1 May 78

Note—4p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annual Reports, Development, Engineering Education, *Federal Aid, Financial Support, *Research, Science Education, *Sciences, *Scientific Research

Identifiers—*National Science Foundation

This report presents data compiled as part of a comprehensive program to measure and analyze the nation's resources expended for research and development (R&D). R&D spending in the United States is expected to reach $51 billion in 1979, 9% over the 1978 level. The R&D expenditures are expected to account for 2.2% of the gross national product (GNP) in 1979. Other figures in this report show that the federal government is expected to furnish $25.8 billion on R&D programs in 1979 with most of the increase planned for areas of energy and health. Non-federal R&D support is also expected to increase by 9% over the 1978 level, to $25.2 billion in 1979. Industry will provide over 90% of the funds. Basic and applied research spending are expected to amount to $6.4 billion and $12 billion respectively in 1979, nearly 10% more for each area than in 1978. Tabulated data present funds by performer and funds by source for years 1974 through 1979. The data given exclude university and college department research. (HM)

ED 157 716 SE 024 576

Industrial R&D Spending Reached $26.6 Billion in 1976. Science Resources Studies Highlights, May 5, 1978.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-78-306

Pub Date 5 May 78

Note—6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annual Reports, Development, Engineering Education, *Federal Aid, Financial Support, *Industry, *Research, Science Education, *Sciences, Scientific Research

Identifiers—*National Science Foundation

This report presents data compiled as part of a comprehensive program to measure and analyze the nation's resources expended for research and development (R&D). Industry, which carries out 69% of the R&D in the United States, spent $26.6 billion on these activities in 1976, 10% above the 1975 level. In constant dollars, this presents an increase of 5% between the two years. Other figures in this report show that the Federal R&D funds to industry rose by 7% mainly because of increased amounts for energy R&D, defense-related R&D, and development of the space shuttle. Companies spent a total of $17.4 billion of their funds on R&D in 1976, an increase of 12% over 1975. Energy R&D expenditures by industrial firms rose 17% between 1975 and 1976 to $1.6 billion. Nearly 90% of this total supported nuclear and fossil fuel R&D programs. Funds for industrial performance of basic research rose 10% to a total of $786 million in 1976. Data for years 1975 through 1977 are presented in tables and graphs. (Author/HM)

ED 157 717 SE 024 579

Utilization of Science and Engineering Doctorates in Industrial Research and Development. Science Resources Studies Highlights, April 11, 1978.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-78-301

Pub Date 11 Apr 78

Note—5p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annual Reports, *Doctoral Degrees, Educational Finance, *Employment Trends, *Engineering Education, *Industry, Manpower Needs, *National Surveys, Researchers, Science Education, Sciences, Scientific Research, Technology

Identifiers—*National Science Foundation

This report is based on a survey of the National Science Foundation's Industrial Panel on Science and Technology. The panel comes from essentially all major types of industry involved in research and development (R&D) and covers a wide range of firms and cooperations. The findings of the survey show that almost one-half of those who responded to the survey reported that, since 1970, their firms have increased the proportion of Ph.D.s among those hired for R&D activities. The most often cited reasons for this change in hiring practices were: (1) industrial technology has become more complex, and (2) more science and engineering Ph.D.s have been available for work in industry. The findings also show that about 30% of the respondents expect their firms to increase the proportion of R&D employees who have doctorates while only 3% anticipated a drop. Tabulated data present distribution of responses from directors of industrial research and development on past and anticipated proportions of employees who have doctorates. (Author/HM)

ED 157 718 SE 024 587

Water Reuse Highlights: A Summary Volume of Wastewater Reclamation and Reuse Information.

American Water Works Association, Denver, Colo. Research Foundation.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date Jan 78

Note—126p.; Contains small, light and broken type in Tables and Maps

Available from—AWWA Research Foundation, 6666 W. Quincy Ave., Denver CO 80235 (limited supply free)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Environmental Influences, Environmental Research, Legislation, Pollution, Public Health, *Recycling, Utilities, *Waste Disposal, *Water Pollution Control

Identifiers—Waste Water Treatment, *Water Quality, *Water Treatment

This document reports the efforts of the AWWA Research Foundation to gather, prepare, and distribute current technical information in the wastewater reclamation and reuse field. The information reported has been abstracted from other Foundation publications and only attempts here to highlight the field. Categories discussed include research, health effects, legislative activities, regulations and water reuse plans and demonstrations. (CS)

ED 157 719 SE 024 660

Science and Technology in the Development of the Arab States. Science Policy Studies and Documents, No. 41.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 77

Note—327p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (Order Number ISBN-92-3-101494-3; $10.00)

Document Not Available from EDRS.

Descriptors—*Arabs, *Conference Reports, Developing Nations, *Development, Human Resources, Natural Resources, Policy Formation, Research Needs, Science Education, *Sciences, *Technology

Identifiers—Arab States, *UNESCO

This document describes the Conference of Ministers of Arab States Responsible for the Application of Science and Technology to Development (CASTARAB) which was organized by Unesco with the cooperation of the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Economic Commission for Western Asia (ECWA). The Conference took place at Rabat, Morocco, from August 16-25, 1976. This publication consists of two major parts. Part one includes the Final Report of the Conference, giving highlights of the debates and the texts of the Rabat Declaration and the recommendations adopted, together with organizational details. It also includes several annexes: (1) agenda; (2) addresses delivered at the Conference; and (3) a list of documents and participants. Part

two includes the Conference's main working document (CASTARAB Recommendation number one) consisting of: (1) science and technology policies in the Arab States - present situation and future prospects; (2) projects of regional cooperation in scientific and technological research; and (3) measures to be taken for following up the decisions of the CASTARAB Conference. It also includes one annex - General Socio-economic Indicators (1972-1974). (Author/HM)

ED 157 720 SE 024 663
Lawrence, Allen
Slash Your Energy Bills.
Ambiente Environmental Concerns, San Antonio, Tex.
Pub Date 77
Note—69p.; Not available in hard copy due to copyright restrictions; Blue print may not reproduce well
Available from—Ambiente Environmental Concerns, P.O. Box 13622, San Antonio, Texas 78213 (Institutions $1.65, General public $2.50, Quantity prices available)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Climate Control, *Conservation (Environment), Economics, *Energy Conservation, Environmental Education, *Fuel Consumption, Guides, *Housing, Natural Resources, Science Education
Tips are given here for energy conservation in the home. Included are heating and cooling houses, water heating, bathing, clothes washing and drying, cooking, refrigerating, dishwashing, lighting, and driving. Also included is a table of annual energy requirements of household electric appliances. (BB)

ED 157 721 SE 024 672
Overhultz, Douglas G.
Applicator Training Manual for: Aerial Application of Pesticides.
Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.
Pub Date 76
Note—17p.; For related documents, see SE 024 673-676 and SE 024 744-747
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Agricultural Chemical Occupations, Agricultural Education, *Agricultural Safety, Agriculture, *Aircraft Pilots, Air Pollution Control, Aviation Technology, Environmental Education, *Pesticides
This training manual discusses both the advantages and limitations of aerial application of pesticides. Other topics included are: agricultural aircraft equipment, dispersal accessories, drift control, calibration, spray testing, granular materials testing, operations, and personal safety. Safety check lists are given for pilots, ground crew, and flagmen. Charts and formulas are given for calculation of acreage and materials. (BB)

ED 157 722 SE 024 673
Christensen, Christian M.
Applicator Training Manual for: Agricultural Animal Pest Control.
Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.
Pub Date 76
Note—20p.; For related documents, see SE 024 672-676 and SE 024 744-747
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agricultural Chemical Occupations, *Agricultural Education, Agricultural Safety, Agriculture, *Disease Control, Environment, Environmental Education, *Insecticides, *Livestock, *Pesticides
This manual discusses pesticide safety and environmental considerations, pesticide toxicity, residue potential, pesticide formulations, and application techniques. In addition, descriptions of, and methods for controlling insects and related pests that attack cattle, sheep and goats, swine, horses and other equines, and poultry are given. These include mites, ticks, flies, lice, and vertebrate pests. A glossary of related terms is given. (BB)

ED 157 723 SE 024 674
Witt, William W. And Others
Applicator Training Manual for: Agriculture Plant Pest Control.
Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.
Pub Date 76
Note—25p.; For related documents, see SE 024 672-676 and SE 024 744-747; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agricultural Education, *Agriculture, *Disease Control, *Entomology, Environmental Education, Herbicides, Insecticides, *Pesticides, *Plant Pathology
This manual gives information on insects that damage crops. These fall in two categories: (1) insects with a complete life cycle such as butterflies and moths, boring insects, and beetles; and (2) those with a gradual life cycle. Also included are descriptions of leaf diseases, wilts and root and crown rots, stem cankers, fruit rots, seed and seedling diseases, smut disease, viruses and mycoplasmas, nematode diseases, and weeds. Finally, a brief explanation is given of the classes and uses of pesticides. (BB)

ED 157 724 SE 024 675
Moore, E. E.
Applicator Training Manual for: Public Health Pest Control.
Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.
Pub Date 76
Note—23p.; For related documents, see SE 024 672-676 and SE 024 744-747
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Community Health, *Disease Control, *Environment, Environmental Education, Health, *Insecticides, *Pesticides, *Public Health, Sanitation
This manual gives the life cycle and habitats, public health importance, methods of non-chemical control, and pesticides and methods of application for mosquitoes, flies, bedbugs, fleas, lice, cockroaches, venomous anthropods, ticks and chiggers, and rodents. (BB)

ED 157 725 SE 024 676
TeKrony, Dennis M.
Applicator Training Manual for: Seed Treatment Pest Control.
Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.
Pub Date 76
Note—16p.; For related documents, see SE 024 672-675 and SE 024 744-747
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agricultural Chemical Occupations, *Agriculture, *Disease Control, Environmental Education, *Herbicides, *Pesticides, *Plant Pathology
Identifiers—*Seed Treatment
This manual gives general information on seed treatment and type of seeds which can be treated. Also discussed are the problems and pests commonly associated with seed diseases and the fungicides and insecticides used for seed treatment. Information is also given on seed treatment equipment such as dust treaters, slurry treaters, and direct treaters, as well as on such procedures as labeling and coloring of treated seed. Finally, pesticide carriers, binders, stickers, and safety precautions are discussed. (BB)

ED 157 726 SE 024 695
Lengyel, Dorothy L. And Others
Selected Energy Conservation Options for Homeowners: Options, Expenses and Payoffs.
Pennsylvania State Univ., University Park. Cooperative Extension Service.
Pub Date 78
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Check Lists, Conservation (Environment), Consumer Economics, Cost Effectiveness, Electrical Appliances, Energy, *Energy Conservation, Fuels, *Home Management, Utilities
Identifiers—*Energy Education
This publication is a check list for homeowners and renters to help them reduce energy costs. The list consists of 126 energy conservation options. These options range from "change clothes instead of adjusting thermostat" and "air conditioners turned off when not home" to "use sink stopper" and "weatherstripping and caulking applied." For each option, Degree of Expense (no expense, little expense, significant expense) and Degree of Payback (fair payback, good payback, excellent payback) columns are checked to illustrate the efficiency of each option. The most efficient option is one that is checked "no expense" and "excellent payback." The Degree of Implementation column allows the resident to indicate whether a particular option is used never, sometimes, or always. Once the check list is completed one can see where energy costs can be cut and how to cut them. (MR)

ED 157 727 SE 024 698
Thornton, George C.
Regulatory Pest Control. Pesticide Bulletin 1.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Jul 75
Note—38p.; For related documents, see SE 024 699-706; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Agricultural Chemical Occupations, Agriculture, Disease Control, Environment, *Guides, *Herbicides, *Insecticides, *Pesticides, Plant Pathology, Science Education
This manual gives descriptions of and control methods for the imported fire ant, sweet potato pests, the white fringed beetle, the Japanese beetle, and phony peach disease. Toxicity, formulation, and application information is given for 2,4-D, methyl bromide, Chlordane, Mirex, and Mocap. Finally, environmental considerations and precautions are given for fumigants, organochlorines, organophosphates, and herbicides. (BB)

ED 157 728 SE 024 699
Miller, James F.
Aquatic Pest Control. Bulletin 754.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Sep 75
Note—13p.; For related documents, see SE 024 698-706; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Agricultural Chemical Occupations, Agricultural Education, Agriculture, Environment, *Herbicides, Manuals, *Pesticides, Science Education, Water Pollution Control, *Weeds
Four groups of aquatic weeds are described: algae, floating weeds, emersed weeds, and submersed weeds. Specific requirements for pesticide application are given for static water, limited flow, and moving water situations. The secondary effects of improper pesticide application rates are given for static, limited flow, and moving water, and the effects of faulty application are given. Finally, surface applied, total water column, and bottom acre-foot application are discussed. (BB)

ED 157 729 SE 024 700
Evans, Burton R.
Public Health Pest Control. Bulletin 755.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Sep 75
Note—37p.; For related documents, see SE 024 698-706
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Disease Control, *Entomology, *Insecticides, Manuals, *Pesticides, *Public Health, Rodenticides, Sanitation, Science Education
This manual gives general control principles and specific information on control of mosquitoes, flies, bedbugs, fleas, lice, cockroaches, venomous arthropods, ticks and chiggers, and rodents. The specific information includes life-cycles and habitats, public health importance, non-chemical control, and control with pesticides. (BB)

ED 157 730 SE 024 701
Coleman, V. Rodney
Forest Pest Control. Bulletin 759.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Sep 75
Note—23p.; For related documents, see SE 024 698-706; Photographs and color-coded map on page iii may not reproduce well
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agricultural Chemical Occupations, *Disease Control, *Forestry, Herbicides, Insecticides, *Pesticides, *Plant Pathology, Science Education, *Trees

This manual describes the major forest types, the major species, seed orchards, and tree nurseries. Methods of identifying forest insect pests and diseases are given. The most common types of insecticides, fungicides, and herbicides are described. Both sprayer and granular applicator methods are discussed. Environmental considerations are presented. (BB)

ED 157 731 SE 024 702
Lowery, Harvey C.
Seed Treatment. Bulletin 760.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Sep 75
Note—30p.; For related documents, see SE 024 698-706; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Agricultural Chemical Occupations, Agricultural Education, *Disease Control, *Insecticides, Manuals, *Pesticides, Plant Pathology, Science Education
Identifiers—*Fungicides, *Seed Treatment
This manual gives a definition of seed treatment, the types of seeds normally treated, diseases and insects commonly associated with seeds, fungicides and insecticides used, types of equipment used for seed treatment, and information on labeling and coloring of treated seed, pesticide carriers, binders, stickers, and safety precautions. (BB)

ED 157 732 SE 024 703
Swann, Charles W.
Right-Of-Way Pest Control. Bulletin 762.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Sep 75
Note—22p.; For related documents, see SE 024 698-706; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Botany, Environment, *Herbicides, *Instructional Materials, Manuals, *Ornamental Horticulture, *Pesticides, Post Secondary Education, *Turf Management, *Weeds
Identifiers—*Pest Control
This training manual concerns the safe use of herbicides in rights-of-way. Included are sections on the impact of herbicides on non-target organisms such as in aquatic areas, on desirable vegetation, and on people and livestock. Descriptions are given of some common annual, biennial, and perennial weeds. The nature and application of herbicides are discussed and the use of herbicides for the following specific situations are given: vegetation abatement; bare ground; selective removal of undesirable vegetation; brush, woody vine, and tree control; and ornamentals. Finally, suggestions are presented for accidental spillage situations or application at excessive rates. (BB)

ED 157 733 SE 024 704
French, John C. And Others
Agricultural Plant Pest Control. Bulletin 763.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Sep 75
Note—48p.; For related documents, see SE 024 698-706; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Botany, Disease Control, Environment, *Herbicides, Insecticides, *Instructional Materials, Manuals, *Pesticides, *Plant Pathology, Post Secondary Education
Identifiers—*Pest Control
This manual gives general information on plant pests and pesticides. First, the life-cycle and habits of some common insect pests are given. These include caterpillars, beetles and beetle larvae, and sucking insects. Next, plant diseases such as leaf diseases, wilts, root and crown rots, stem cankers, fruit rots, seed and seedling diseases, and virus diseases, and nematode diseases are discussed. The control of weeds is also considered; this section includes perennial and biennial weeds, annual grasses, small-seeded broadleaf weeds, and large-seeded broadleaf weeds. Finally, pesticide formulation and application is discussed and a general description is given of some of the common bactericides, fungicides, nematicides, and herbicides. (BB)

ED 157 734 SE 024 705
Bowyer, Timothy H. And Others
Ornamental and Turf Pest Control. Bulletin 764.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Sep 75
Note—45p.; For related documents, see SE 024 698-706; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Disease Control, Entomology, *Herbicides, *Insecticides, *Instructional Materials, Manuals, *Ornamental Horticulture, *Pesticides, Plant Pathology, Post Secondary Education, *Turf Management
Identifiers—*Pest Control
This manual gives descriptions of and methods for control of diseases and insect pests of ornamental plants, weeds, and diseases and insect pests of turf plants. Included are diseases caused by fungi such as cankers, leaf galls, and rust; diseases caused by bacteria such as bacterial blight and crown gall; and diseases caused by nematodes and viruses. Also included are insects with sucking mouthparts such as aphids, lacebugs, and mealybugs; and insects with chewing mouthparts such as beetles and caterpillars. Ornamental and turf weeds are covered including both annuals and perennials. Eight kinds of turf diseases and nine kinds of turf insects are included. The manual concludes with a discussion of phytotoxicity, pesticide hazard to the environment, and safety tips. (BB)

ED 157 735 SE 024 706
Nolan, Maxcy P., Jr.
Agricultural Animal Pest Control. Bulletin 767.
Georgia Dept. of Agriculture, Atlanta.; Georgia Univ., Athens. Cooperative Extension Service.
Pub Date Sep 75
Note—28p.; For related documents, see SE 024 698-705; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Disease Control, *Entomology, *Insecticides, *Instructional Materials, *Livestock, Manuals, *Pesticides, Plant Pathology, Post Secondary Education
Identifiers—*Pest Control
Included in this training manual are descriptions and pictures of the following agricultural animal pests: mosquitoes, stable flies, horse flies and deer or yellow flies, house flies, horn flies, wound-infesting larvae, lice, mites, ticks, and bots and grubs. Information is given on the life-cycle and breeding habits of the pests. Methods of control are suggested for each type of pest. Finally, pesticide toxicity, residue potential, and hazards are discussed along with pesticide formulations, application techniques, and extent of treatment. (BB)

ED 157 736 SE 024 707
Wood, F. E.
Household and Structural Pests. MEP 307.
Maryland Univ., College Park. Cooperative Extension Service.
Spons Agency—Environmental Protection Agency, Washington, D. C.; Maryland Univ., College Park. Agricultural Experiment Station.
Pub Date 76
Note—29p.; For related documents, see SE 024 708-711; Not available in hard copy due to numerous colored pages throughout entire document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Biology, *Entomology, *Extension Education, Home Management, *Identification, Public Health, Urban Environment
Identifiers—*Household Pests, *Maryland, University of Maryland
This pamphlet is a non-technical description of common household arthropod pests in Maryland. Since most of the pests can be found in houses throughout North America, this publication has a wide geographic range of use. General discussions of arthropod structure, growth and development, and metamorphosis are given before the pages on specific pests. Pests included are ants, flies, bedbugs, body lice, ticks, carpet beetles, centipedes, millipedes, cockroaches, moths, fleas, crickets, springtails, slugs, termites, spiders, and sowbugs. For each pest, a picture or line drawing and information on life cycle and habitats, control or management practices, and a description are given. No specific pesticide information is presented in this pamphlet. (MR)

ED 157 737 SE 024 708
Morgan, Omar D. And Others
Ornamental, Turf and Nursery Pests. MEP 308.
Maryland Univ., College Park. Cooperative Extension Service.
Spons Agency—Environmental Protection Agency, Washington, D. C.; Maryland Univ., College Park. Agricultural Experiment Station.
Pub Date 76
Note—170p.; For related documents, see SE 024 707-711; Not available in hard copy due to numerous colored pages throughout entire document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Biology, *Disease Control, *Entomology, Environmental Education, *Extension Education, *Ornamental Horticulture, *Plant Identification, *Plant Pathology, Urban Environment, Weeds
Identifiers—*Maryland, University of Maryland
As part of a cooperative extension service series by the University of Maryland, this publication introduces the identification and control of common turf and plant pests that can be found in the urban environment. The first of the five sections defines "pest" and "weed" and generally introduces different kinds of pests such as insects, weeds, and diseases. Also in this section, the topic of pest controls is introduced. The second section is a tabular listing of "disease," "description and damage," and "control and management practices" for trees and shrubs, flowers and ground covers, and turf and lawn plants. The third section is a tabular listing of insect problems for the plant groups. The fourth section describes weeds and their control, and the fifth section is a collection of line drawings of common weeds to aid in their identification. One is referred to other publications in this series for specific pest control methods. (MR)

ED 157 738 SE 024 709
Morgan, Omar, D. And Others
Field and Forage Crop Pests. MEP 310.
Maryland Univ., College Park. Cooperative Extension Service.
Spons Agency—Environmental Protection Agency, Washington, D. C.; Maryland Univ., College Park. Agricultural Experiment Station.
Pub Date 76
Note—138p.; For related documents, see SE 024 707-711; Not available in hard copy due to numerous colored pages throughout entire document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Agricultural Education, Biology, *Disease Control, Entomology, Environmental Education, *Extension Education, *Field Crops, *Plant Identification, Plant Pathology, *Weeds
Identifiers—Maryland, *University of Maryland
As part of a cooperative extension service series by the University of Maryland, this publication introduces the identification and control of common agricultural pests that can be found in field and forage crops. The first of the five sections defines "pest" and "weed" and generally introduces different kinds of pests in the categories of insects, weeds, and diseases. Also in this section, pest control methods are introduced. The second section is a tabular listing of plant diseases including "description and damage" and "control and management practices" information. The third section is a tabular listing of insect pests including "description and damage," "life cycle," and "control and management practices" information. The fourth section lists the weeds that compete with field and forage crops in Maryland including the same categories of information as the previous section. The fifth section is a collection of line drawings of these weeds. (MR)

ED 157 739 SE 024 710
Kantzes, James G. And Others
Vegetable Crop Pests. MEP 311.
Maryland Univ., College Park. Cooperative Extension Service.
Spons Agency—Environmental Protection Agency, Washington, D. C.; Maryland Univ., College Park. Agricultural Experiment Station.
Pub Date 76
Note—91p.; For related documents, see SE 024 707-711; Not available in hard copy due to numerous colored pages throughout entire document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Agricultural Education, Biology, *Disease Control, Entomology, Environmental Education, *Extension Education, *Field Crops, *Plant Identification, Plant Pathology, Plant Science, *Weeds
Identifiers—*Maryland, *University of Maryland
As part of a cooperative extension service series by the University of Maryland, this publication introduces the identification and control of common agricultural pests of vegetable crops. The first of the five sections defines "pest" and "weed" and generally introduces different kinds of pests in the categories of insects, weeds, and diseases. Also in this section, pest control methods are introduced. The second section is a tabular listing of vegetable crop plant diseases including information on "description and damage" and on "control and management practices." The third section is a tabular listing of insect pests including "description and damage," "life cycle," and "control and management practices" information. The fourth section lists the weeds that compete with vegetable crops in Maryland including the same categories of information as the previous section. The fifth section is a collection of line drawings of these weeds. (MR)

ED 157 740 SE 024 711
Weaver, Leslie O. And Others
Fruit Crop Pests. MEP 312.
Maryland Univ., College Park. Cooperative Extension Service.
Spons Agency—Environmental Protection Agency, Washington, D. C.; Maryland Univ., College Park. Agricultural Experiment Station.
Pub Date 76
Note—54p.; For related documents, see SE 024 707-710; Not available in hard copy due to numerous colored pages throughout entire document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Agricultural Education, *Disease Control, Entomology, Environmental Education, *Extension Education, *Field Crops, *Plant Identification, Plant Pathology, Plant Science, *Weeds
Identifiers—*Maryland, *University of Maryland
As part of a cooperative extension service series by the University of Maryland this publication introduces the identification and control of common agricultural pests of fruit crops. The first of the five sections defines "pest" and "weed" and generally introduces different kinds of pests in the categories of insects, weeds, and diseases. Also in this section, pest control methods are introduced. The second section is a tabular listing of fruit crop plant diseases including information on "description and damage" and on "control and management practices." The third section is also a tabular listing of insect pests including "description and damage," "life cycle," and "control and management practices" information. The fourth section lists in the same format as the previous sections, the weeds that compete with fruit crops in Maryland. The final section is a collection of line drawings of some of these weeds. One is referred to other extension bulletins for specific chemical pest control methods. (MR)

ED 157 741 SE 024 712
Fitzwater, W. D. And Others
Commercial Pesticides Applicator Manual: Agriculture - Plant.
College of the Virgin Islands, St. Thomas. Agricultural Extension Service.
Pub Date Dec 75
Note—47p.; For related documents, see Se 024 713-714
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agricultural Production, *Certification, Disease Control, Entomology, *Instructional Materials, *Pesticides, *Plant Science, *Post Secondary Education, Safety, Units of Study
Identifiers—*Virgin Islands
This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the agriculture-plant pest control category. The text discusses identification and control of insects, diseases, nematodes, and weeds of agricultural crops. Proper use of application equipment and safety precautions for the applicator and environment are stressed. (CS)

ED 157 742 SE 024 713
Fitzwater, William D. Reed, Leonard G., Jr.
Commercial Pesticides Applicator Manual: Public Health.
College of the Virgin Islands, St. Thomas. Agricultural Extension Service.
Pub Date Dec 75
Note—33p.; For related documents, see SE 024 712-714
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Certification, Disease Control, Entomology, *Instructional Materials, *Pesticides, *Post Secondary Education, *Public Health, Safety, Units of Study
Identifiers—*Virgin Islands
This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the public health pest control category. The text discusses pests such as roaches, bedbugs, bees, mosquitoes, gnats, flies, and rodents with possible control measures provided. (CS)

ED 157 743 SE 024 714
Fitzwater, William D. Renes, Robert
Commercial Pesticides Applicator Manual: Industrial, Institutional, Structural and Health Related.
College of the Virgin Islands, St. Thomas. Agricultural Extension Service.
Pub Date Dec 75
Note—26p.; For related documents, see SE 024 712-713
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Animal Science, *Certification, Entomology, *Industry, *Instructional Materials, *Pesticides, *Post Secondary Education, Safety, Units of Study
Identifiers—*Virgin Islands
This training manual provides information needed to meet the minimum EPA standards for certification as a commercial applicator of pesticides in the industrial, institutional, structural and health related pest control category. The text discusses the use and safety of applying pesticides to control invertebrate and vertebrate pests such as ants, fleas, ticks, beetles, birds, and rodents. (CS)

ED 157 744 SE 024 718
Fowler, John M. Kryger, King C.
National Science Teachers Association Factsheet No. 18: Alternative Energy Sources - A Glossary of Terms.
National Science Teachers Association, Washington, D.C.
Spons Agency—Department of Energy, Washington, D.C.
Report No—EDM-1043-18
Pub Date 77
Note—9p.; Contains occasional light type
Available from—Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Energy, Energy Conservation, Environmental Education, *Fuels, *Glossaries, Instructional Materials, *Resource Materials, Science Education, Sciences
Identifiers—*National Science Teachers Association
This glossary of over 100 energy-related terms is intended to accompany the National Science Teachers Association's (NSTA) Fact Sheet on alternative energy technologies. Brief definitions of common concepts, principles, and expressions related to energy education are provided. (Author/CP)

ED 157 745 SE 024 722
MacNab, A. A. And Others
1976 Commercial Vegetable Pest Control Guide.
Pennsylvania State Univ., University Park. Cooperative Extension Service.
Pub Date 76
Note—49p.; Contains occasional light type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agricultural Chemical Occupations, Agriculture, *Disease Control, *Field Crops, *Herbicides, *Insecticides, *Pesticides, Plant Pathology, Science Education, Weeds
This guide contains pest control information for commercial vegetable production. It was prepared for agricultural supply dealers, extension agents, fieldmen, and growers. It gives general precautions, information on seed treatment, growing disease-free seedlings and transplants, general soil insect control, general weed control, and spraying equipment. The guide also gives individual pest control suggestions for twenty-four crops. Finally, it contains application and formulation information for many herbicides, insecticides, and fungicides. (BB)

ED 157 746 SE 024 743
Allen, W. A. And Others
Pesticide Applicator Certification Training, Manual No. 1a: Agricultural Pest Control. a. Plant.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.
Pub Date 76
Note—66p.; Contains light type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Agricultural Production, *Certification, Entomology, Equipment, Herbicides, *Instructional Materials, *Pesticides, *Plant Science, Post Secondary Education, *Safety, Weeds
Identifiers—*Virginia
This manual provides information needed to meet the minimum standards for certification as an applicator of pesticides in the agricultural plant pest control category. Adapted for the State of Virginia, the text discusses: (1) the basics of insecticides; (2) insect pests; (3) selection and calibration of applicator equipment; and (4) the proper use of herbicides and fungicides. Safety precautions for the environment and applicator are stressed throughout. (CS)

ED 157 747 SE 024 744
Christensen, Christian M. Scheibner, R. A.
Applicator Training Manual for: Industrial, Institutional, Structural and Health-Related Pest Control.
Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.
Pub Date 76
Note—27p.; For related documents, see SE 024 745-747 and SE 024 672-676
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agricultural Chemical Occupations, Agricultural Education, Agricultural Safety, Agriculture, *Disease Control, Environmental Education, *Health, *Insecticides, *Pesticides
This manual gives descriptions and diagrams for identification of the following types of pests: four species of cockroach; ants; bees and wasps; parasitic pests of man such as bedbugs, fleas, and ticks; occasional invaders such as flies and millipedes; silverfish and firebrats; beetles; termites; moths; fungi; and vertebrates including rodents, birds, and bats. Finally, some methods of weed control are given. (BB)

ED 157 748 SE 024 745
Herron, James W.
Applicator Training Manual for: Aquatic Weed Control.
Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.
Pub Date 76
Note—8p.; For related documents, see SE 024 744-747 and SE 024 672-676
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agricultural Chemical Occupations, Agricultural Education, Agricultural Safety, *Agriculture, Environmental Education, *Herbicides, *Pesticides, Water Pollution Control, Water Resources, *Weeds
The aquatic weeds discussed in this manual include algae, floating weeds, emersed weeds, and submerged weeds. Specific requirements for pesticide application are given for static water, limited flow, and moving water situations. Secondary effects of improper application rates and faulty application are described. Finally, techniques of limited area application are given. (BB)

ED 157 749 SE 024 746
Newman, Jim
Applicator Training Manual for: Forest Pest Control.
Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.
Pub Date 76
Note—13p.; For related documents, see SE 024 744-747 and SE 024 672-676; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Agricultural Chemical Occupations, Agricultural Education, Agricultural Safety, Agriculture, *Disease Control, Environmental Education, *Forestry, Herbicides, Insecticides, *Pesticides, *Plant Pathology

Described in this manual is the use of insecticides, fungicides, and herbicides in forestry. Both diseases and insects found in hardwoods and conifers are covered. Detailed information is given on methods of herbicide application. Finally, five important environmental considerations are given. (BB)

ED 157 750 SE 024 747

Hartman, John R. And Others

Applicator Training Manual for: Ornamental and Turf Pest Control.

Kentucky Univ., Lexington. Cooperative Extension Service.; Kentucky Univ., Lexington. Dept. of Agricultural Education.

Pub Date 76

Note—32p.; For related documents, see SE 024 744-746 and SE 024 672-676; Photographs may not reproduce well

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Agricultural Chemical Occupations, Agricultural Education, Agricultural Safety, Agriculture, *Disease Control, Environmental Education, *Ornamental Horticulture, *Pesticides, *Plant Pathology, *Turf Management

Contained in this manual are descriptions of the reaction of ornamental plants to diseases caused by fungi, bacteria, and viruses and mycoplasmas. Also described are insects which are associated with ornamentals. Examples of weeds found in ornamental or turf areas, such as crabgrass and chickweed, are described as well. Finally information is given on such turf diseases as pythium blight, brown patch, mushrooms, and nematode infestation. In addition, pesticide application and safety tips are given. (BB)

ED 157 751 SE 024 752

Wamsley, Mary Ann, Ed. Vermeire, Donna M., Ed.

Training for Certification: Aquatic Pest Control.

California State Polytechnic Univ., Pomona.; Mississippi State Univ., State College. Cooperative Extension Service.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date [77]

Contract—EPA-68-01-2918

Note—29p.; For related documents, see SE 024 753-757; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Certification, *Environmental Criteria, Environmental Education, *Environmental Technicians, Extension Education, *Multiple Choice Tests, *Pesticides, Public Health, Quality Control, Water Pollution Control, *Water Resources, Weeds

Identifiers—*Mississippi State University

This Cooperative Extension Service publication from Mississippi State University is a training guide for commercial applicators. Weed control, vertebrate pest control, and environmental considerations and restrictions are the three major parts of the document. The weed control section discusses non-pesticide, mechanical, and biological control as well as weed control in static water, large impoundments, flowing water, and limited-flow water ways. Both fish and mammal control practices are presented in the vertebrate pest control section. In the final section, application rates, state and federal regulations, units and conversion equivalents, and herbicide application formulas are presented. Also, an instrument of 26 true-false questions and 26 multiple choice items is included as "study questions." The answers are given. (MR)

ED 157 752 SE 024 753

Training for Certification: Demonstration & Research Pest Control.

Mississippi State Univ., State College. Cooperative Extension Service.

Pub Date [77]

Note—89p.; For related documents, see SE 024 752-757; Contains light and broken type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Agricultural Chemical Occupations, Agricultural Education, Agricultural Trends, *Certification, *Environmental Criteria, Environmental Education, *Environmental Technicians, Extension Education, *Pesticides, Public Health, Quality Control, Weeds

Identifiers—*Mississippi State University

This Cooperative Extension Service publication from Mississippi State University is a training guide for commercial pesticide applicators. Focusing on agricultural pest control, this publication includes a full range of topics from uses of pesticides for agricultural animal pest control to the toxicity of common pesticides to fish and bees. Contents include: (1) introduction to pest management; (2) plant disease control; (3) weed control and herbicides; (4) persistance of herbicides in soil; (5) potential phytotoxicity; (6) calibration of pesticide applicators; (7) toxicity of pesticides; and (8) emergency procedure for handling accidental spills of class B poison pesticide chemicals. Within the contents, conversion factors, equipment diagrams, application rate tables, toxicity tables and specific pesticide lists are included. (MR)

ED 157 753 SE 024 754

Parker, Robert C., Comp.

Training for Certification: Forest Pest Control.

Mississippi State Univ., State College. Cooperative Extension Service.

Pub Date [77]

Note—76p.; For related documents, see SE 024 752-757; Contains light and broken type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Certification, *Environmental Criteria, Environmental Education, *Environmental Technicians, Extension Education, *Forestry, *Pesticides, Public Health, Quality Control, *Trees, Weeds

Identifiers—*Mississippi State University

This Cooperative Extension Service publication from Mississippi State University is a training guide for commercial pesticide applicators. Focusing on forest pest control, this publication examines plant and animal pest control practices for southern tree species. Contents include: (1) identification of insects, diseases, and weed tree species; (2) basic properties of insecticides, fungicides, and herbicides; (3) concentration, formulation, and mixing of pesticides; (4) application methods such as sprays, dusts, granular applications and mechanical-chemical applications; (5) environmental safety considerations such as drift and volatilization, disposal of pesticides and their containers and the effects of pesticides in soil and water; and (6) some recommended forest pest control practices for Mississippi. A reference list is also included. (MR)

ED 157 754 SE 024 755

Training for Certification: Ornamental & Turf Pest Control.

Mississippi State Univ., State College. Cooperative Extension Service.; North Carolina State Univ., Raleigh.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date [77]

Contract—EPA-68-01-2903

Note—29p.; For related documents, see SE 024 752-757; Contains light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Certification, Environmental Criteria, Environmental Education, *Environmental Technicians, *Extension Education, *Ornamental Horticulture, *Pesticides, Public Health, Quality Control, *Turf Management, Weeds

Identifiers—*Mississippi State University

This Cooperative Extension Service publication from Mississippi State University is a training guide for commercial pesticide applicators. Focusing on ornamental and turf plant pest control, this publication examines the control of plant diseases, insects, and weeds. The contents are divided into a section on ornamental pest control and one on turfgrass pest control. The ornamental section includes discussions of disease agents, weeds, insects and mites, and vertebrate pests. The turfgrass section includes discussions of diseases, disease controls, weeds, weed control, insects, phytotoxicity, environmental concerns, and weights and measures. No specific pesticide information is given in this publication. (MR)

ED 157 755 SE 024 756

Training for Certification: Seed Treatment.

Mississippi State Univ., State College. Cooperative Extension Service.

Pub Date [77]

Note—17p.; For related documents, see SE 024 752-757; Contains light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Certification, *Environmental Criteria, Environmental Education, *Environmental Technicians, Extension Education, Grains (Food), *Pesticides, *Plant Propagation, *Public Health, Quality Control

Identifiers—*Mississippi State University

This Cooperative Extension Service publication from Mississippi State University is a training guide for commercial pesticide applicators. Focusing specifically on the treatment of seeds with pesticides, this publication is meant to prepare one to take the written examination for Environmental Protection Agency Seed Treatment certification. Contents include: seedling disease development, some of the disease causing organisms associated with seedling diseases, cereal grain insects, pesticide labels, seed treatment fungicides and pesticides, seed treatment equipment, operation, calibrating a slurry or liquid seed treater, federal and state labeling requirements for treated seeds, and seed treatment safety precautions. (MR)

ED 157 756 SE 024 757

Training for Certification: Trainer's Guide.

Mississippi State Univ., State College. Cooperative Extension Service.

Pub Date [77]

Note—148p.; For related documents, see SE 024 752-756; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Certification, *Environmental Criteria, Environmental Education, Environmental Technicians, Extension Agents, *Extension Education, *Pesticides, Public Health, Quality Control, Scripts, *Teaching Guides

Identifiers—*Mississippi State University

This Cooperative Extension Service publication from Mississippi State University is a teacher's guide for a private pesticide applicator certification training program. This guide is designed for use by county extension agents. Contents include: (1) a suggested training schedule; (2) stepwise instructions for implementation of the private applicator training program; (3) an excerpt from the Federal Register concerning certification of pesticide applicators; (4) newspaper and radio press releases; (5) four slide show scripts; and (6) training and scheduling materials. The bulk of the publication consists of the training slide show scripts. Much of the material in this publication is specific for Mississippi but it can be used in developing training programs in other states. (MR)

ED 157 757 SE 024 759

Brandt, Sandy, Ed. Walters, Casey, Ed.

S.T.E.P. - Students Toward Environmental Participation - Into Your Environment.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 76

Note—59p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activities, *Biological Sciences, Biology, *Ecology, *Educational Games, *Environmental Education, *Role Playing, *Secondary Education

This high school environmental guide uses the Students Toward Environmental Participation (S.T.E.P.) approach. Activities are designed to develop an awareness of the purpose, interrelationship, and wholeness of the earth through activities, games and role-playing. Sample activities include: trust walk, scavenger hunt, nature collage, and alphabet animals. As a guideline for teaching the concepts of the guide, lessons use the structure provided by the S.P.I.C.E. (Similarities and Varieties, Patterns, Interaction and Interdependence, Continuity and Change, and Evolution and Adaption) strands. (Author/RH)

ED 157 758 SE 024 760

Everson, Larry

Chemistry for Pollution Control.

Seminole County Board of Public Instruction, Sanford, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date Jun 76

Note—38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Chemical Analysis, Chemistry, *Environmental Education, *Instructional Materials, *Laboratory Procedures, *Secondary School Science, *Water Pollution Control

This booklet presents some methods of quantitative chemical analysis currently used in the field of fresh water pollution control. Only those tests that may be performed with little or no special reagents or pieces of equipment are listed. The booklet addresses the following determinations: (1) acidity; (2) alkalinity; (3) chloride; (4) hardness; (5) oxygen dissolved; (6) pH value; (7) phosphate, all forms; (8) solids, suspended; and (9) solids, total. (Author/RH)

ED 157 759 SE 024 761

Smith, John And Others

The Thumbs Up Ecology Curriculum: A Fun Group of School Site Activities for Sixth Graders.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 75

Note—44p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Biological Sciences, Botany, *Conservation Education, Ecology, *Elementary Education, Energy, *Environmental Education, *Instructional Materials, Land Use, Trees, Zoology

This guide is a collection of "fun" school site activities for sixth graders. Some of the topics covered are: animals, trees, energy and lifestyle, land use and you, energy conservation, and carpooling. Each section offers both introductory information about the topic as well as questions to ponder such as what, so what, now what, and another way to look at it. (Author/RH)

ED 157 760 SE 024 762

Graham, Phyllis And Others

Popullution or Conservival: A Guide to Activities and Strategies in Environmental Education, Grades 6-8.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date Aug 76

Note—184p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Conservation Education, Ecology, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, *Natural Resources, Sciences, *Teaching Guides

This teaching guide contains a variety of environmental education activities divided by grade level. A general objective is stated, followed by as many as 25 related activities. Each activity is short, and many are followed by discussion questions. This guide should prepare students for critical appraisal and responsible decision-making in utilizing the earth's resources. (Author/RH)

ED 157 761 SE 024 763

Hammond, William And Others

Florida Master Plan and Action Guide for Energy Education.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 1 Jul 77

Note—44p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Elementary Secondary Education, *Energy, Environmental Education, Objectives, *Policy, *Program Development

Identifiers—*Florida, State Plans, State Role

This master plan for energy education consists of the following sections: (1) a rationale statement; (2) an energy policy statement; (3) general goals and objectives; (4) a status report for existing energy education programs in Florida; (5) an overview of alternative strategies for implementing an energy education program statewide; (6) organizational and implementation structure; (7) implementation plan and program for major energy education target groups; (8) evaluation and assessment programs; and (9) environmental residual efforts. (Author/RH)

ED 157 762 SE 024 764

Keith, Judy, Comp.

Man and Mother Nature: A Balance.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 76

Note—115p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Biological Sciences, *Conservation Education, Ecology, *Elementary Education, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, Outdoor Education, Pollution, *Teaching Guides

This series of interdisciplinary activities, some of which are done outside the classroom, promotes awareness of the relationship between nature and man. The booklet contains student worksheets, resource lists, a bibliography, and units on ecology and tree conservation. Lessons, which are short and varied, cover topics such as awareness, pollution, conservation recycling, and balance. Most of the lessons follow the same format: objective, materials, introduction, activity, discussion, and follow-up activity. The materials are designed for primary school students. (Author/RH)

ED 157 763 SE 024 765

Abbott, Cleo And Others

Hoppergrass and Stickerbush: A Beginning. A Guide to Activities and Strategies in Environmental Education, Grades K-5.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 75

Note—52p.; Contains occasional light type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Biological Sciences, Conservation Education, Earth Science, Ecology, *Elementary Education, *Environmental Education, *Instructional Materials, *Teaching Guides

This publication serves as a guide to activities and strategies in environmental education. Lesson plans include objectives and suggested procedures in dealing with the following environmental concepts: (1) The earth is a vast but limited natural system; (2) The total environment is in constant change; (3) A living thing is the product of its heredity and environment; and (4) All living things, including man, are interdependent with one another and with their environment. The activities vary in complexity and amount of student activity. (Author/RH)

ED 157 764 SE 024 766

Courreges, Eugenie Scudder, Elizabeth

Ecology of the City: Urban Environmental Awareness Teacher's Guide, Intermediate Level.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 76

Note—224p.; Pages 92 and 144 missing from document prior to being shipped to EDRS for filming; Best copy available

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Ecology, *Elementary Education, *Environmental Education, *Instructional Materials, Intermediate Grades, *Teaching Guides, *Urban Environment

This guide was developed for teachers to use in helping students understand components of the urban ecosystem. The guide is based on sequentially arranged performance objectives for each concept. Organization of the guide includes activities designed to link the urban units with the forest ecology unit which overlap in concepts and philosophy. A pre/post-test is also included. (Author/RH)

ED 157 765 SE 024 767

Bouie, Rosa And Others

Columbia County Environmental Resource Guide, Grades 7-12.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 77

Note—113p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation Education, Curriculum Guides, Energy, *Environmental Education, *Instructional Materials, Natural Resources, Pollution, Population Education, *Secondary Education, Teaching Guides

This environmental resource guide consists of objectives for grades 7-12 and activities for juniors and seniors in high school. The environmental objectives include understanding the following concepts: (1) interdependency in nature; (2) finite resources; (3) wise use of resources; (4) change; and (5) man's environmental responsibility. The activities are divided into two sections: (1) natural resources - water, air, land, and energy; and (2) population patterns - population problems, pollution. Each activity consists of a title, objectives, procedures, suggestions for teachers, and a credit line. (Author/RH)

ED 157 766 SE 024 768

Brainard, Lynn And Others

Westside Outdoor Teacher's Guide, Grades K-6.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 75

Note—64p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Elementary Education, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, Language Arts, Mathematics, *Outdoor Education, Sciences, Social Studies, *Teaching Guides

This illustrated guide includes activities in Creative Arts, Language Arts, Math, Science, and Social Studies. Activities progress from an animal rhyme quiz for lower grades, to projects for upper level students on soil testing, relative humidity, and solar heat collection. The guide emphasizes activities selected to motivate students to appreciate the outdoors, rather than activities which promote "a conglomeration of facts and figures for this and that." (Author/RH)

ED 157 767 SE 024 769

Environmental Studies, Grades 5-8: Jackson County Schools.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 75

Note—145p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Conservation Education, Ecology, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, Natural Resources, Pollution, *Teaching Guides

This booklet is a series of mini-units prepared for use by grades 5-8. The units are interdisciplinary in approach, and have formats which make them adaptable to both small and large group instruction and individualized programs. The suggested activities in this booklet provide learning experiences for the units. (Author/RH)

ED 157 768 SE 024 770

Hammond, W., Ed.

On Campus Teaching Activity Guide: Environmental Education, Lee County Schools.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 74

Note—178p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Art, Biological Sciences, *Elementary Secondary Education, *Environmental Education, Home Economics, *Instructional Materials, Interdisciplinary Approach, Language Arts, Mathematics, Physical Education, Sciences, Social Studies, Special Education, *Teaching Guides

This booklet presents a variety of environmentally oriented activities that may be used on school sites, many interdisciplinary in nature. The activities are cross referenced according to two separate index systems: (1) by discipline area, and (2) by topic. Discipline areas include Language Arts, Mathematics, Science, Social Studies, Art, Home Economics, Physical Education, and Special Education. Examples of topics are acorns, age, ants, art, attitudes, averaging, clouds, collages, diatons, descriptive words, government, haiku poetry, insects, and wilderness survival. Due to the flexibility of many of the activities within this booklet, specific grade levels are not designated. The activities are appropriate for kindergarten, elementary, middle, and high school students. (Author/RH)

ED 157 769 SE 024 771

Hammond, W., Ed.

Gardening On Campus, Lee County Schools.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date 74

Note—37p.; Contains occasional light type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Elementary Education, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Land Use, *Plant Science, Soil Conservation, Soil Science, *Teaching Guides
Identifiers—Florida, *Gardening
This booklet on gardening techniques uses methods that have been successful for other teachers. The activities are interdisciplinary and encourage positive attitudes toward proper uses for the land, and the importance of the farm or agriculture as a basic unit of modern life. (Author/RH)

ED 157 770 SE 024 772
Interpreter's Guide to Blackbird Marsh Nature Trail.
Environmental Studies Center, Pensacola, Fla.
Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date 74
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Biological Sciences, Ecology, *Elementary Secondary Education, *Environmental Education, Field Trips, *Instructional Materials, Oceanology, *Outdoor Education, Science Education, *Teaching Guides
This booklet was prepared to help the user interpret the natural history of Blackbird Marsh Nature Trail in Escambia County, Florida, and serves as a guide to the animal and plant life. The publication is part of a series of illustrated guides designed for use by teachers and students of all levels in conjunction with field trips to the 1200-acre Gulf Islands National Seashore, site of the nature trail, as well as other foci of environmental interest. (Author/RH)

ED 157 771 SE 024 773
Columbia County Kindergarten Center Environmental Study Area Guide.
Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date 74
Note—36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Acoustics, Biological Sciences, *Curriculum Guides, Elementary Education, *Environmental Education, *Instructional Materials, *Kindergarten, *Natural Resources, Soil Science, *Teaching Guides, Zoology
The guide lists seven program objectives and 15 activities guides for meeting the objectives. Included in each activity is an introduction, outdoor activity, classroom activity, and evaluation. Sample activities are: Animals Use Natural Materials to Provide Food and Shelter, Differences in Soil, Decomposition, Man-made or Natural Objects, Food Chains, and Natural Sounds. The guide is illustrated with drawings. (Author/RH)

ED 157 772 SE 024 774
Allen, Rodney F., Ed. And Others
Environment and the Humanities.
Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date Apr 76
Note—38p.; Contains occasional smudged and blurred print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Citizen Participation, *Conference Reports, *Environmental Education, *Urban Environment, *Water Resources
Identifiers—*Florida
As a conference report, the booklet is primarily devoted to abstracts of papers presented at a Conference on Environment and Humanities held in Tallahassee, Florida, April 25-27, 1976. Dr. Huston Smith of Syracuse University, the main speaker, addressed the issue of "Humanities and Environmental Awareness." Other topics discussed included: (1) planning for a healthy environment in Florida; (2) water supplies; (3) alligators; (4) citizen making environmental decisions; (5) religion and nature; (6) philosophers and the environment; and (7) poor people in the environment. Sponsored by the Florida Endowment for the Humanities, the Environmental Education Project at Florida State University, and the Office of Environmental Education, Florida Department of Education, the Conference included participants such as professors from Florida State University and Florida A & M University, governmental officials, and many agency and club representatives. (Author/RH)

ED 157 773 SE 024 775
Tillis, Richard
Anti-Litter Curriculum Packet, Interdisciplinary, K-12.
Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date 72
Note—25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Art Education, Conservation Education, Elementary Secondary Education, *Environmental Education, *Instructional Materials, *Pollution, *Visual Aids, *Waste Disposal
This curriculum packet consists of 20 illustrated cards with 15 activities designed to create "positive feelings" about a clean environment. Activities range from picture coloring for younger students, to lessons such as the economic and health problems litter creates for older students. Objectives include encouraging anti-litter and anti-pollution attitudes, understanding the methods and problems of solid waste disposal, understanding the environmental costs of producing paper, and using art education skills to produce "Glenn Glitter" posters, trash can stencils, and costumes. (Author/RH)

ED 157 774 SE 024 776
Everglades Environmental Study Units.
Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date 76
Note—184p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Camping, *Elementary Secondary Education, *Environmental Education, Field Trips, *Instructional Materials, *Outdoor Education, Parents, Principals, Students, Teachers, *Teaching Guides
Identifiers—Everglades National Park, *Florida
These environmental study units consist of four modules and a tape-slide presentation on the Everglades National Park. Although not required for completion of the modules, the slide-tape presentation provides a resource for orientation of teachers and parents to camping experience for school children in an environmental education program. The four written modules are: (1) "Ready, Set, Go" - A Planning Module for Principals Who Want to Know How to Plan an Everglade Camping Experience for Their Students; (2) "Care of Equipment" - A Module for Teachers and Students Who Want to Know How to Set Up and Take Care of Their Camping Equipment; (3) "Safety in the Outdoor Classroom" - A Guide on the Rules, Regulations, and Safety Procedures to be Followed During the Camping Experience; and, (4) "One Hundred Environmental Resources for Use in the Classroom or in the Field." (Author/RH)

ED 157 775 SE 024 777
Ashley, James And Others
Cluster 4, 5 & 6: Interdisciplinary Development of Environmental Activities and Sources. Revised Edition.
Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date May 75
Note—78p.; For related document, see SE 024 778; Contains numerous pages of marginal legibility
Available from—ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
Document Not Available from EDRS.
Descriptors—*Biological Sciences, Botany, Ecology, *Elementary Education, Entomology, *Environmental Education, Field Trips, *Instructional Materials, *Interdisciplinary Approach, Natural Resources, Pollution, *Teaching Guides, Zoology
Polk County's environmental education program was integrated into the existing curriculum, K-12, by employing an interdisciplinary approach coordinating the various disciplines. Emphasis is placed on the following phases of environmental education at the designated grade level: (1) primary - awareness, (2) intermediate - concern and information, (3) secondary and adults - continue exploration with involvement or action. Materials are divided into grade levels known as "clusters." Each cluster is organized into "conceptual themes." The conceptual themes are subdivided into generalizations called "Mini-Paks." Each Mini-Pak consists of student/teacher materials dubbed "IDEAS" - Interdisciplinary Development of Environmental Activities and Sources. (Author/RH)

ED 157 776 SE 024 778
Dixon, Eddie R. And Others
Clusters 7, 8 & 9: Interdisciplinary Development of Environmental Activities and Sources. Preliminary Edition.
Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date Jun 75
Note—105p.; For related document, see SE 024 777; Contains numerous pages of marginal legibility
Available from—ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
Document Not Available from EDRS.
Descriptors—*Biological Sciences, Botany, Conservation Education, Ecology, Entomology, *Environmental Education, Field Trips, *Instructional Materials, *Interdisciplinary Approach, Natural Resources, *Secondary Education, *Teaching Guides, Zoology
Polk County's environmental education program was integrated into the existing curriculum, K-12, by employing an interdisciplinary approach coordinating the various disciplines. Emphasis is placed on the following phases of environmental education at the designated grade levels: (1) primary - awareness, (2) intermediate - concern and information, (3) secondary and adults - continue exploration with involvement or action. Materials are divided into grade levels known as "clusters." Each cluster is organized into "conceptual themes." The conceptual themes are subdivided into generalizations called "Mini-Paks." Each Mini-Pak consists of student/teacher materials dubbed "IDEAS" - Interdisciplinary Development of Environmental Activities and Sources. The activities in this guide are suited to the older group of junior high students. (Author/RH)

ED 157 777 SE 024 779
Day, Lincoln H.
Population Bulletin, Vol. 33, No. 3. What Will a ZPG Society Be Like?
Population Reference Bureau, Inc., Washington, D.C.
Pub Date Jun 78
Note—44p.
Available from—Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, D.C. 20036 ($1.50 ea., Discounts on quantity orders)
Document Not Available from EDRS.
Descriptors—*Birth Rate, Demography, *Environmental Education, *Futures (of Society), *Life Style, *Population Education, Population Growth, *Population Trends, Science Education, Social Influences
This Bulletin explores the implications of a population with essentially zero growth and an unchanging, or stationary, age-sex structure--a likely prospect for at least the approximately 26 countries, containing a quarter of the world's population, who were at or below replacement level fertility by early 1978. The only certain demographic characteristics of such a population are seen to be a nearly balanced sex ration and an older age distribution, assuming that low mortality continues. The possible implications of this older, non-growing population are discussed with regard to health, economic conditions, education, status succession, the place of women, private and social behavior, personality, and creativity, and the provision of social security and public programs. The author warns that non-demographic factors, many of them now unforeseeable, and the absolute size of a population, once stationary, could affect social conditions for more than the age-sex structure characteristic of such a population. Nonetheless, he concludes that, to the extent that population structure itself determines social conditions, the concomitants of a stationary population are far more likely to be desirable than undesirable--both for the society and for the individual. (Author/MA)

ED 157 778 SE 024 780
Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.
Investigations in Science Education, Vol. 3, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date 77
Note—67p.; Contains occasional light and broken type
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Subscription, $6.00; $1.75 ea.)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Abstracts, *Cognitive Development, *Educational Research, *Inservice Teacher Education, Instruction, Research, Research Methodology, *Science Education, Teacher Education
Identifiers—*Piaget (Jean), Research Reports
This issue provides analytical abstracts, prepared by science educators, of research reports. Two clusters of research are investigated. The first cluster, Piagetian Studies, contains seven studies which reflect a current trend in science education. The second cluster, Inservice Education, contains two studies which examine the outcomes of inservice education programs. This issue also contains a response to an analysis of a research report. Each abstract includes research purpose, rationale, research design and procedure, findings, interpretations, abstractor's analysis of the research and references. (Author/HM)

ED 157 779 SE 024 781
Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.
Investigations in Science Education, Vol. 3, No. 2. Expanded Abstracts and Critical Analyses of Recent Research.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date 77
Note—68p.; Contains occasional light and broken type
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Subscription, $6.00, $1.75 ea.)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Abstracts, *Critical Thinking, *Educational Research, Evaluation, Instruction, Instructional Materials, Methods, *Observation, Research Methodology, *Science Education, Teacher Attitudes
This issue provides analytical abstracts, prepared by science educators, of research reports. The analyses are grouped into three clusters plus three additional analyses. The first cluster, Methods and Materials, contains three studies. The second cluster, Development of Observational Skills in Children, contains three studies. The third cluster, Science Processes, contains two studies. Individual studies focus on formative evaluation, concept learning, and the effects of a teaching experience on the attitudes of preservice teachers. Each abstract includes research purpose, rationale, research design and procedures, findings, interpretations, abstractor's analysis of the research and references. (Author/HM)

ED 157 780 SE 024 796
Environmental Conservation Education: A Selected Annotated Bibliography. 1977 Supplement.
Conservation Education Association, Billings, Mont.
Pub Date 78
Note—27p.; For 1975 and 1976 editions, see ED 134 397 and ED 138 484
Available from—Interstate Printers & Publishers, Inc., Danville, Illinois 61832 (1977 Supplement Only - $1.50; Complete bibliography plus 1975, 1976, & 1977 supplements $5.50)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Conservation Education, Early Childhood Education, *Elementary Secondary Education, Environment, *Environmental Education, Higher Education, *Instructional Materials, Natural Resources, Science Education, *Teaching Guides
This is the third supplement to the original bibliography released in 1974. Publishers were invited to submit recent books for review; those listed are the committee's choices as the best of those received. Materials are listed for the following levels: (1) Primary (Early Childhood through Grade 3); (2) Upper Elementary (Grades 4-6); (3) Junior High (Grades 7-9); (4) Senior High (Grades 10-12); (5) College; and (6) General Reading. Within each level, the materials are listed under content areas. Each reference has typical bibliographic information and a brief annotation. A publishers' directory and an index to authors are also included. (RH/MR)

ED 157 781 SE 024 797
Panshin, Daniel A.
What You Should Know About Loran-C Receivers. Another Title in the Series "Marine Electronics."
Oregon State Univ., Corvallis. Cooperative Extension Service.
Report No—SG-50
Pub Date May 78
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Boatmen, *Broadcast Reception Equipment, *Consumer Education, *Electronic Equipment, Extension Education, *Navigation, *Radio Technology, Science Education, *Seamen, Technological Advancement
Identifiers—*Oregon State University
This Extension Service publication from Oregon State University explains the Long Range Navigation or Loran system and what to look for in a Loran-C receiver. There are two Loran systems, Loran-A and Loran-C, the latter of which will be completed by 1980. The Loran-C system operates at 100 kiloHertz and a ship at sea can be navigated by analyzing time difference readings of a master and several secondary broadcast stations. In order to help seamen and boaters select a Loran-C receiver to fit their needs, the function of the Loran-C system and what a receiver can do is explained. Aspects of the Loran-C system described are: (1) Multiple-pulse transmissions; (2) Phase coding; (3) Envelopes and cycles; (4) Sky waves; and (5) Manual aquisition and automatic aquisition. Discussions included to assist in receiver selection are: (1) basic characteristics of all receivers; (2) conversion of Loran-A receiver to Loran-C; (3) importance of receiver installation; and (4) practical tips on receiver selection. A consumer checklist for Loran-C receivers and a glossary of terms is also included. (MR)

ED 157 782 SE 024 798
Wert, Jonathan M. Worthington, Barry K.
ENERGY: Selected Resource Materials for Developing Energy Education/Conservation Programs. Revised Edition.
Pennsylvania State Univ., University Park. Coll. of Agriculture.
Pub Date 78
Note—34p.; For related documents, see SE 024 799-800; Not available in hard copy due to marginal legibility of original document
Available from—National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036 (single copies free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Books, Classroom Materials, *Curriculum Development, Energy, *Energy Conservation, Instructional Materials, Resource Materials
Identifiers—*Energy Education
This annotated bibliography presents resource materials for energy education programs. The materials are listed by the agency from which they are available. The agencies are alphabetized and, for each agency, a mailing address is given. Fifty given agencies are included, many of which have several references listed under them. For each reference, title, author, and publication date are given along with a four to five line annotation which describes the contents of the reference and possible uses. Some references also include number of pages and prices. The references in this bibliography were selected to be useful to those involved in developing or implementing an energy education or energy conservation program either in the schools or in community groups. The variety of references includes teaching guides, curriculum development guides, learning activities, energy education units, "how-to-do-it" materials for solar power projects, and consumer awareness publications. (MR)

ED 157 783 SE 024 799
Lengyel, Dorothy L. And Others
Selected Resource Materials for Developing Energy Conservation Programs in the Government Sector.
Pennsylvania State Univ., University Park. Coll. of Agriculture.
Spons Agency—Governor's Energy Council, Harrisburg, Pa.
Pub Date 78
Note—24p.; For related documents, see SE 024 798-800
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Books, *Building Design, Energy, *Energy Conservation, *Local Government, Management, *Manuals, Planning, Solar Radiation
Identifiers—*Energy Education
This annotated bibliography is a selected listing of reference materials for use by local government officials in the development of energy conservation programs. The references are listed under the agency through which they are available. Agency listings are alphabetized and include complete mailing addresses. There are 46 agency listings, many of which include several references. Each reference gives author, title, and publication date along with a four to five line annotation which describes the contents and possible uses of the reference. Some references also include number of pages, prices, and level (non-technical, semi-technical, technical). The variety of references cover such topics as solar heating and cooling, building design, planning, legal considerations in building and facility design, and energy conservation tips. Publications are written for hospital operators, architects, laypersons, planners, elected officials, and others. (MR)

ED 157 784 SE 024 800
Lengyel, Dorothy L. And Others
Selected Resource Materials for Developing Energy Conservation Programs in the Small Business/Commercial Sector.
Pennsylvania State Univ., University Park. Coll. of Agriculture.
Spons Agency—Governor's Energy Council, Harrisburg, Pa.
Pub Date 78
Note—20p.; For related documents, see SE 024 798-799
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Books, Building Design, *Building Operation, *Business, Energy, *Energy Conservation, Fuels, Resource Allocations, Solar Radiation
This annotated bibliography is a selected listing of references for use by small business managers in the development of energy conservation programs. The references are listed under the agency through which they are available. The agency listings are alphabetized and include complete mailing addresses. There are 35 agency listings, many of which include several references. Each reference gives author, title, and publication date along with a four to five line annotation describing the contents and possible uses of the references. Some references also include number of pages, price, and level (non-technical, semi-technical, technical). The variety of references cover such topics as building design, industry energy and energy conservation tips for business and industry. Publications are written for building operators, business persons, laypersons, planners, architects, and others. (MR)

ED 157 785 SE 024 803
A Community Planning Guide to Weatherization.
Community Services Administration (DHEW), Washington, D.C.
Pub Date Sep 75
Note—40p.; Contains colored print which may not reproduce well and table on last page contains small type
Available from—Community Services Administration, 1200 19th Street, N.W., Washington, D.C. 20506 (free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Action Programs (Community), *Cost Effectiveness, *Energy Conservation, Environmental Criteria, Heating, Low Rent Housing, *Program Guides, Program Planning, Urban Renewal Agencies, Utilities
Identifiers—Community Services Administration, *Insulation, *Weatherization
This publication of the Community Services Administration is a guide for Community Action

Agencies (CAA's) programs for home energy conservation. CAA's involved with renovation of dwellings in poor and depressed areas are given in this guide and step-by-step instructions for administering their weatherization programs. Contents include: (1) a discussion of the problem of low income dwelling weatherization; (2) purpose of the guide; (3) overall guidelines for weatherization programs; (4) requirements and recommendations for the projects; (5) problems that need to be handled from the outset; (6) planning the work on individual houses; and (7) important considerations prior to implementation. Tables include: (1) heating index; (2) optimal combinations of energy conservation techniques by heating index; (3) R-valves and inches, approximate conversions for various kinds of insulation; (4) assumed materials cost; and (5) cost estimates. Forms for building weatherization plans are among the appendices. Although this publication is intended for CAA's, the approach of a building weatherization plan and the methods for realizing such a plan as presented in this guide could well be used by individual homeowners and landlords as well. (MR)

ED 157 786 SE 024 805

Almquist, Alan J. Cronin, John E.

Origin of Man: Problems in the Interpretation of New Evidence. Test Edition. AAAS Study Guides on Contemporary Problems.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—351p.; For related documents, see SE 024 806-814; Contains light and broken type

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Bibliographies, Biological Sciences, *Evolution, *Higher Education, *Instructional Materials, *Research, Research Methodology, Sciences, *State of the Art Reviews, Study Guides

Identifiers—*AAAS Study Guides on Contemporary Problems

This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This guide focuses on the origin of man. Part I, The Biochemical Evidence for Human Evolution, contains four sections: (1) Introduction; (2) Macromolecular Data; (3) Discussion; and (4) Bibliography. Part II, The Fossil Evidence for Hominid Evolution, contains six sections: (1) The Evidence from South Africa; (2) The Evidence from East Africa; (3) Problems in Dating; (4) Problems in Interpretation: The Post-Cranial and Endocranial Evidence; (5) Problems in Interpretation: The Taxonomy of Early Hominidae; and (6) Bibliography of Miocene Hominoids. Each section includes a bibliography; most sections also include a variety of tables, figures, and graphs. (RH)

ED 157 787 SE 024 806

Creager, Joan G.

Alternatives in Science Teaching. Test Edition. AAAS Study Guides on Contemporary Problems, No. 4.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [75]

Note—195p.; For related documents, see SE 024 805-814; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Bibliographies, *Higher Education, *Instruction, *Instructional Materials, Laboratory Procedures, Learning, Problem Solving, *Sciences, Study Guides, *Teacher Education, Values

Identifiers—*AAAS Study Guides on Contemporary Problems

This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This guide is designed to be used by teachers at the undergraduate college level and by college students intending to become teachers. The guide includes eight units: (1) Some Ideas About Learning and Teaching; (2) Individualized Instruction; (3) Contractual Learning; (4) Investigative Laboratories; (5) Community Resources; (6) Creative Problem Solving; (7) Simulated Situations; and (8) Values Clarification in Science Teaching. The units include a variety of references and some activities. (RH)

ED 157 788 SE 024 807

Jeong, Tung H.

A Study Guide on Holography (Draft). Test Edition. AAAS Study Guides on Contemporary Problems.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—130p.; For related documents, see SE 024 805-814; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Bibliographies, *Higher Education, *Holography, *Instructional Materials, Laboratory Manuals, *Optics, Physics, *Sciences, State of the Art Reviews, *Study Guides, Technology

Identifiers—*AAAS Study Guides on Contemporary Problems

This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. The primary purpose of this guide is to provide a student with sufficient practical and technical information to begin independently practicing holography, with occasional help from a teacher. Included are the following chapters: (1) Introduction; (2) Holographic Characteristics; (3) Geometric Models; (4) The Fourier Description; (5) Material Requirements; (6) Preliminary Experiments; (7) One-beam Holograms; (8) General Multiple Beam Hologram Formation; (9) Basic Projects; and (10) Bibliography. The Appendices include sections on: (1) Chemical Processing Procedures; (2) Photographic Materials for Holography; and (3) The Integration of Motion Pictures into Holograms. Drawings and figures are used to help illustrate the guide. (RH)

ED 157 789 SE 024 808

Kidd, David E.

An Instructors Guide to Water Pollution. Test Edition. AAAS Study Guides on Contemporary Problems, No. 5.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [75]

Note—213p.; For related documents, see SE 024 805-814; Not available in hard copy due to numerous marginally legible pages

Available from—ERIC Information Analysis Center for Science, Mathematics, & Environmental Education, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)

Document Not Available from EDRS.

Descriptors—Biology, Ecology, Environment, *Higher Education, *Instructional Materials, *Natural Resources, *Pollution, Sciences, *Study Guides, *Water Pollution Control, *Water Resources

Identifiers—AAAS Study Guides on Contemporary Problems

This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This study guide on water pollution includes the following units: (1) Overview of World Pollution; (2) History, Definition, Criteria; (3) Ecosystem Theory; (4) Biological Indexes of Pollution; (5) Course Outlines for Teaching Water Pollution; and (6) Eutrophication. Each unit includes an introduction with objectives. Other contents of the units vary but usually include references, figures, tables, graphs, and some narrative references. (RH)

ED 157 790 SE 024 809

Kieffer, George H.

Ethical Issues and the Life Sciences. Test Edition. AAAS Study Guides on Contemporary Problems.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—413p.; For related documents, see SE 024 805-814; Not available in hard copy due to numerous marginally legible pages

Available from—ERIC Information Analysis Center for Science, Mathematics, & Environmental Education, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)

Document Not Available from EDRS.

Descriptors—Behavior, *Biology, *Ethics, Genetics, *Higher Education, *Instructional Materials, Medicine, Public Health, Sciences, Social Sciences, Study Guides, *Values

Identifiers—*AAAS Study Guides on Contemporary Problems

This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This study guide on Ethical Issues and the Life Sciences includes the following sections: (1) Introduction; (2) The Search for an Ethic; (3) Biomedical Issues including Genetics and Development, Euthanasia, Human Experimentation, The Control of Behavior, and Health Care in America; and (4) Nonmedical Issues including Obligations to Future Generations, An Ethic of Nature, Population and Ethical Concerns, Control of Science, Case Studies, and Teaching Strategies. A number of brief articles and short bibliographies related to the topics are included. (RH)

ED 157 791 SE 024 810

Ostrom, Elinor

Public Policy Analysis. Test Edition. AAAS Study Guides on Contemporary Problems No. 3.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—290p.; For related documents, see SE 024 805-814; Contains occasional light and broken type; Pages 3/III-6 through 3/III-18 and 3/VII-2 through 3/VII-11 removed prior to being shipped to EDRS for filming due to copyright restrictions

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Bibliographies, *Higher Education, *Instructional Materials, *Public Policy, Research, *Research Methodology, *Social Sciences, State of the Art Reviews, Urban Studies

Identifiers—*AAAS Study Guides on Contemporary Problems, *Municipal Government

This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This publication on Public Policy Analysis includes 11 sections: (1) The Purposes of this Study Guide; (2) Urban Reform Proposals; (3) Evaluating Reform Proposals; (4) Preliminary Steps in Developing a Method of Institutional Analysis; (5) A Preliminary Propositional Inventory Derived from the Traditional Literature on Metropolitan Reform; (6) A Propositional Inventory Derived from Community Control Proposals; (7) Propositions Derived from Two Traditions; (9) The Structure of Interorganizational Arrangements in Metropolitan Areas; (10) Scale of Production and the Problems of Service Delivery; and (11) Future Directions for Institutional Analysis. The major purpose of the study guide is to develop an analytical approach to institutional analysis. Readings and references are included to support the narrative. (RH)

ED 157 792 SE 024 811

Schein, Martin W.

Biosociology: A Study Guide. Test Edition. AAAS Study Guides on Contemporary Problems.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—240p.; For related documents, see SE 024 805-814; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Behavior, Bibliographies, *Biology, *Higher Education, *Instructional Materials, Interdisciplinary Approach, Sciences, Social Sciences, *Sociology, State of the Art Reviews, *Study Guides

Identifiers—*AAAS Study Guides on Contemporary Problems, *Biosociology

This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This document was a working draft on the topic for the lectures. Included are sections on the following topics: (1) Biosociology and Behavior; (2) The Social Bond; (3) Structures of Social Groups; (4) Communication; (5) References; (6) Instructional Materials; and (7) Student Projects and Exercises. (RH)

ED 157 793 SE 024 812
Wolf, C. P.
Social Impact Assessment. Test Edition. AAAS Study Guides on Contemporary Problems.
American Association for the Advancement of Science, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75
Note—326p.; For related documents, see SE 024 805-814; Not available in hard copy due to marginal legibility of original document; Pages 64-74 removed due to copyright restrictions
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Bibliographies, *Environment, Evaluation, Higher Education, Instructional Materials, Natural Resources, Research, Research Methodology, *Sciences, *Social Sciences, *State of the Art Reviews, Study Guides, Technology
Identifiers—*AAAS Study Guides on Contemporary Problems, *Assessment, Social Impact Assessment
This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This document is a state of the art report on "social impact assessment." Four components of this process are examined: (1) the problem of social impact assessment; (2) approaches to social impact assessment; (3) the methodology of social impact assessment; and (4) the future of social impact assessment. Included in the document are a narrative, a variety of papers and exhibits, and two extensive bibliographies related to the topic. (RH)

ED 157 794 SE 024 813
Simic, Andrei
The Ethnology of Traditional and Complex Societies. Test Edition. AAAS Study Guides on Contemporary Problems.
American Association for the Advancement of Science, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75
Note—190p.; For related documents, see SE 024 805-814
Available from—ERIC Information Analysis Center for Science, Math., & Environmental Educ., The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
Document Not Available from EDRS.
Descriptors—Anthropology, Bibliographies, Ethnology, *Higher Education, *Instructional Materials, *Research, Research Methodology, *Social Sciences, *State of the Art Reviews, Study Guides, Urban Studies
Identifiers—*AAAS Study Guides on Contemporary Problems
This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This guide focuses on the ethnology of traditional and complex societies. Part I, Simple and Complex Societies, includes three sections: (1) Introduction: Anthropologists in Complex Societies; (2) Simple and Complex Societies: Traditional Models; and (3) Universalism and Personalism: Moral Fields. Part II, Dynamic Models of Society and Culture: Social Life as a Process, includes six sections: (1) Introduction; (2) The Dyadic Contract in Tzintzuntzan; (3) Society as Transaction: A Generative Model; (4) Impression Management; (5) Cultural Entropy: Symbol and Social Mobility; and (6) Areas of Interaction: The Semi-Autonomous Social Field. Included in the document are reference lists for readings and visual aids. (RH)

ED 157 795 SE 024 814
Schaefer, Vincent J. Mohnen, Volker A.
Atmospheric Sciences. Test Edition. AAAS Study Guides on Contemporary Problems, No. 6.
American Association for the Advancement of Science, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75
Note—123p.; For related documents, see SE 024 805-813
Available from—ERIC Information Analysis Center for Science, Math., & Environmental Ed., The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
Document Not Available from EDRS.
Descriptors—Air Pollution Control, Bibliographies, *Earth Science, *Environment, *Higher Education, *Instructional Materials, *Meteorology, Natural Resources, Sciences, Study Guides, Water Resources
Identifiers—*AAAS Study Guides on Contemporary Problems, *Atmospheric Sciences
This is one of several study guides on contemporary problems produced by the American Association for the Advancement of Science with support of the National Science Foundation. This study guide includes the following sections: (1) Solar Radiation and Its Interaction with the Earth's Atmosphere System; (2) The Water Cycle; (3) Fundamentals of Air Pollution; and (4) Fundamentals of Atmospheric Electricity. Included in the sections are many tables, figures, and graphs and a selected bibliography. (RH)

ED 157 796 SE 024 836
Weber, Cornelius I.
A Guide to the Common Diatoms at Water Pollution Surveillance System Stations.
Environmental Protection Agency, Cincinnati, Ohio.
Pub Date 71
Note—107p.; Graphs may not reproduce well
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Biology, Environment, *Instructional Materials, *Microbiology, *Plant Identification, Post Secondary Education, Science Education, *Taxonomy, *Water Pollution Control, Water Resources
Identifiers—*Diatoms
This guide was developed by the United States Environmental Protection Agency (EPA) as a taxonomic reference for the identification of diatoms. The taxonomic information included consists of a generic key to the common genera of diatoms, a section illustrating 164 diatom species representing 43 common genera found at the Water Pollution Surveillance System (WPSS) stations, and an alphabetical list of the genera included in this publication. Related information includes collection and slide preparation procedures, a description of the structure of the diatom cell wall, and a glossary of terms used in diatom taxonomy. Also included is a map of the WPSS station locations in the United States and charts indicating the four most abundant diatom species at these WPSS stations. No information is given on the ecology of diatoms. (MR)

ED 157 797 SE 024 837
Mason, William T., Jr.
An Introduction to the Identification of Chironomid Larvae.
Environmental Protection Agency, Cincinnati, Ohio.
Pub Date Jan 73
Note—96p.; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Classification, *Entomology, Environment, Environmental Criteria, *Instructional Materials, *Microbiology, Post Secondary Education, Science Education, *Taxonomy, *Water Pollution Control, Zoology
Identifiers—*Chironomids
This publication is an introductory guide to the identification of Chironomid (Midge) larvae. The larvae of these small flies are an important link in the food chain between algae and microinvertebrates. As a family, the larvae exhibit a wide range of tolerance to environmental factors such as amounts and types of pollutants. Much of this publication consists of photographs of the cleaned sclerotized head capsules of the common Chironomid genera. A total of 58 genera in four subfamilies are pictured. Several pictures are included for each genus and captions indicate magnification and identification characteristics. The general characteristics of the larvae, methods of preparing the head capsules for photography, a key to the subfamilies, a key to the genera, distinguishing head capsule characteristics, and a list of genera are presented. References are included. (MR)

ED 157 798 SE 024 845
Renner, John W. And Others
A Summary of Research in Science Education - 1976.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 77
Note—149p.; For 1975 edition, see ED 148 602; Contains occasional light and broken type
Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 ($8.95)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—College Science, Curriculum, *Educational Research, *Elementary School Science, Instruction, Learning, Literature Reviews, *Research Reviews (Publications), *Science Education, *Secondary School Science, Teacher Education
This review for 1976 has been issued to analyze and synthesize research related to the teaching and learning of science completed during the year. The review is intended to provide research information for development personnel, ideas for future research, and an indication of trends in research in science education. Research has been listed in general categories of: (1) Learning and Development; (2) Teaching Methods and Procedures; (3) The Education of Teachers; (4) Evaluation in Science Education; (5) The Use of Media in Science Education; (6) The Concepts, Processes and Content of Science; and (7) College Level Research. In all, 327 separate studies are cited in the bibliography and most are mentioned in the text. Many intermediate summations and generalizations are included at the end of sections and subsections. (HM)

SO

ED 157 799 SO 010 340
Hesse, Sharlene J. Burstein, Ina B.
Gender Issues in National Surveys: The Language of the Pollsters: 1936-1973.
Pub Date 5 Sep 77
Note—25p.; Paper presented at Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977); Not available in hard copy from EDRS due to poor reproducibility of original document; Tables 4 and 5 may not reproduce clearly due to broken letters in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Bias, *Error Patterns, *Evaluation, *Females, Information Needs, Information Sources, Item Sampling, Literature Reviews, Males, Measurement Techniques, *National Surveys, Policy Formation, Press Opinion, Public Affairs Education, *Public Opinion, Role Perception, Sex Stereotypes, Social Attitudes, Social Change, Tables (Data), Testing, Trend Analysis
Identifiers—*Polls
Because public opinion polls have become important sources of information for legislators and politicians, public opinion pollsters should carefully consider the relationships between gender wording of polling questions, measurement errors, and validity and generalizability of survey findings. Findings from numerous research projects indicate that wording of questions is a major factor influencing polling results. It is hypothesized that gender wording of polling questions is a major factor contributing to errors in public opinion measurement. Review of sociolinguistic literature reveals a growing controversy over use of the male pronoun to indicate females as well as males. Analysis of gender images in 3,358 questions asked by nine polling organizations from 1963-73 indicates that 10% of questions were gender discriminatory. Areas in which

women are significantly underrepresented in the questions include politics, status concerns, and economic affairs. Findings indicate that questions did not change during the 30 year period of analysis to reflect increasing labor force participation by women. One implication of the research is that gender biased public opinion poll questions serve to perpetuate sex stereotypes and cultural values. (Author/DB)

ED 157 800 SO 010 617
Holmes, Eric And Others
Labour Studies Units.
Ontario Federation of Labour, Toronto.
Pub Date Feb 76
Note—815p., Not available in hard copy from EDRS due to poor reproducibility of original document; Parts of appendices may not reproduce clearly in microfiche due to very small print or poor reproducibility; Pages 77-80 in Appendix IX-G (iii) are copyrighted and have been removed by ERIC; They are not included in the pagination
EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.
Descriptors—*Comparative Education, *Instructional Materials, *Labor, Labor Conditions, Laborers, Labor Legislation, Labor Problems, Labor Unions, Learning Activities, Political Issues, Resource Materials, Secondary Education, *Social History, Social Studies, *Social Studies Units, Teacher Developed Materials, *Teaching Methods, Teaching Techniques
Identifiers—*Canada
The nine units highlight the history, activities, values, and aspirations of the Canadian labor force. The program's purpose is to help secondary school social studies students develop a more objective appreciation of labor and of labor's role in Canadian social history. The first unit, "Union Today," analyzes contemporary union activity and provides a basis for further labor studies. Other units are: "Origins of Canadian Labour;" "The Impact of Key Events;" "The Workingman: A Social Perspective;" "Union Leadership;" "Varieties of Labour;" "Labour and the Law;" "Labour and Politics;" and "Labour and the Future." For each unit, information is presented on objectives, rationale, content, strategy, and resources. Activities involve students in defining terms; reading about labor leaders and labor activities; presenting written and oral reports; participating in simulations of labor/management relations; making files of labor-related news clippings; analyzing illustrations, slides, tape recordings, and documents; interviewing; visiting local labor meetings; analyzing tables of data; debating about the quality of workers' lives; and problem solving. An appendix presents resource materials for each unit, such as newspaper clippings, texts of labor legislation, historical documents, government reports, and collective bargaining agreements. (Author/DB)

ED 157 801 SO 010 769
Hansen, Patricia A. Guenther, John E.
Writing Objectives for Learning Packages.
Kansas Univ., Lawrence. Dept. of Curriculum and Instruction.
Pub Date [77]
Note—75p.; For related documents, see SO 010 770-772
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Affective Objectives, *Behavioral Objectives, Cognitive Objectives, Curriculum Development, Curriculum Guides, Elementary Secondary Education, Higher Education, *Individualized Instruction, *Inservice Teacher Education, Learning Activities, *Learning Modules, Psychomotor Objectives, Teacher Developed Materials, *Teacher Education
Identifiers—Blooms Taxonomy
The guide is intended for preservice and inservice teachers on all levels as they prepare and implement behavioral objectives and learning packages. Behavioral objectives are statements which describe what students will be able to do after completing a prescribed unit of instruction. Learning activity packages are self-instructional and self-paced learning systems that enable a learner to achieve objectives by becoming involved in individually selected activities. Arranged in four sections, the guide begins with definitions, rationale, assumptions, and discussion of the importance of behavioral objectives to learning packages. Section II examines the classification of learning behavior into cognitive, affective, and psychomotor domains. Section III explains how to write behavioral objectives for learning packages. Activities involve readers in identifying behavioral and non-behavioral statements listing and labeling behavioral objectives, and writing objectives. The final section focuses on adapting behavioral objectives to learning packages. The appendix includes charts of behavior taxonomies, references, answers to activity questions, level-specific behavioral terminology, and illustrative verbs. (Author/BC)

ED 157 802 SO 010 770
Guenther, John E. Hansen, Patricia A.
Developing Learning Activity Packages in Social Studies Education.
Kansas Univ., Lawrence. School of Education.
Note—49p.; For related documents, see SO 010 769-772
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, Curriculum Development, Curriculum Guides, Elementary Secondary Education, Guidelines, Higher Education, *Individualized Instruction, Inquiry Training, *Inservice Teacher Education, Learning Activities, *Learning Modules, Problem Solving, *Social Studies, *Teacher Developed Materials, *Teacher Education
The document provides instruction on developing learning packages for classroom use in social studies. The rationale is that learning packages provide a workable means of individualizing classroom instruction. The document is presented in 12 chapters. Chapter I offers an overview of learning packages, suggests ideas necessary to package development, and identifies level, subject area, and prerequisites. Chapters II through VI examine initial assumptions, goals and objectives, and offer a flow chart for development and evaluation. Chapters VII and VIII, the bulk of the guide, present guidelines for developing core and supplementary ideas. First, outcomes are specified. Second, core ideas are identified. A core idea is the major focus of the package. Supplementary ideas are used to support or teach the core idea. Package components which develop and implement the subject matter include package objectives, pre-assessment, activities, self-check, post-assessment, additional activities, and references. Chapter IX outlines a final package form that is easily reproducible for use in other classrooms. Chapters X and XI give guidelines for developing a teacher's guide. The final chapter presents sample development and evaluation forms. (Author/BC)

ED 157 803 SO 010 771
Hansen, Patricia A. And Others
Developing Learning Package Activities.
Kansas Univ., Lawrence.
Pub Date [77]
Note—89p.; For related documents, see SO 010 769-772; Figures 3,4,6 may not reproduce clearly in hard copy due to small type size of original document; Pages 66-71 and 78-82 of Appendix A are copyrighted and have been removed by ERIC. They are not included in the pagination
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Behavioral Objectives, Case Studies, Curriculum Development, Curriculum Guides, Higher Education, *Individualized Instruction, Inquiry Training, *Inservice Teacher Education, Learning Activities, *Learning Modules, *Material Development, Problem Solving, Simulation, *Teacher Developed Materials, *Teacher Education, Teaching Methods, Teaching Techniques
The document explains how to develop learning package activities. Learning packages are self-instructional and self-paced learning systems that enable a learner to achieve objectives by becoming involved in individually selected activities. The document is presented in three sections. Section I introduces the rationale behind learning packages and discusses eight assumptions upon which learning packages rest. Assumptions are that individuals learn best when allowed to pursue their goals in the mode most suitable to them, become more responsible when they assume direction of their own learning programs, and are more interested in activities which differ from traditional textbook and question-answer approaches. Section II presents guidelines for developing learning package activities. Topics discussed include types of activities, criteria for selecting and developing activities, relating activities to objectives, and the mechanics of writing activities. Section III examines implementation of contemporary strategies in learning packages. Information is presented on various methods and approaches, use of special materials such as newspapers, and use of strategies such as simulations. References, readings, and a resource bibliography conclude the document. (Author/BC)

ED 157 804 SO 010 772
Guenther, John E. Hansen, Patricia A.
Developing Economic Education Activity Centers.
Kansas Univ., Lawrence. Center for Economic Education.
Note—30p.; For related documents, SO 010 769-771
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classroom Arrangement, Curriculum Development, Curriculum Guides, *Economic Education, Elementary Secondary Education, Guidelines, Individualized Instruction, Information Dissemination, *Inservice Teacher Education, *Interdisciplinary Approach, Learning Activities, *Learning Modules, Skill Centers, Skill Development, *Teacher Developed Materials, *Teacher Education
The document presents guidelines to aid elementary and secondary classroom teachers as they develop activity centers in economic education. An activity center is a designated area of a classroom or building where students work individually or in small groups on activities designed to achieve certain objectives. The document is presented in two sections. Section I defines activity centers, explains how to design economic education activity centers, and stresses advantages of the activity center teaching method. Advantages are that activity centers are ideally suited to an interdisciplinary approach to learning because they are individualized, self-contained, and flexible in content and organization. Section II explains how to make activity centers attractive and interesting to students and useful to other teachers. Sample forms are presented for listing all activity center project components. Forms are offered for objectives, card titles, description of the physical arrangements of the center, activity cards, bibliography of resource materials, and a copy of all materials developed or modified for use in the center. (Author/BC)

ED 157 805 SO 010 795
Ebony Patriots: Participation of Blacks in the Battles of the American Revolution in the New York City Area, 1776-1779.
New York City Bicentennial Corp., N.Y.
Spons Agency—New York State American Revolution Bicentennial Commission, Albany.; New York Univ., N.Y. Inst. of Afro-American Affairs.
Pub Date 76
Note—25p.; Figures 2-7 may not reproduce clearly in hard copy due to poor reproducibility of original document ; Also sponsored by the Office of the President of the New York City Council and The National American Studies Faculty
Available from—Institute of Afro-American Affairs, New York University, 70 Washington Square South, New York, New York 10012 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Black History, Black Role, *Blacks, *Colonial History (United States), Instructional Materials, *Military Personnel, Participation, Reading Materials, *Revolutionary War (United States), Secondary Education, Slavery, State History, Supplementary Reading Materials, *United States History
Identifiers—New York (New York)
Exploits of 20 black men, slave and free, who fought in battles of the American Revolution in New York state are recounted. At the beginning of the Revolutionary War, colonies did not allow slaves or free blacks to join the Continental Army. Only after the British Army offered freedom to slaves who joined the royal ranks did the Continental Army accept black men as soldiers. Among the 20 whose stories are told in this pamphlet were Samuel Sutphin from N.J., Timothy Prince from Vermont, and Julius Cezar from New York. Accounts are given of the black soldiers' participation in three battles; the battle for Long Island and New York City in 1776, the fight for White Plains in 1776, and the assault on Stony Point in 1779. During these campaigns, black soldiers served as militiamen, guides, team-

sters, and spies. After the Revolution was over, many black soldiers experienced difficulties in obtaining the freedom they had been promised for military service. Others were not granted their pensions until 30 years or more had passed. A concluding chapter briefly describes black participation in American military activities from the French and Indian War through the Vietnam War. (Author/AV)

ED 157 806 SO 010 827

Teaching with Newspapers (Second Edition).

Province Newspaper, Vancouver (British Columbia).

Pub Date [78]

Note—32p.; Not available in hard copy from EDRS due to poor reproducibility of original document

Available from—Province Newspaper, NIE Division, 2250 Granville Street, Vancouver, British Columbia V6H 3G2 ($1.50, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Area Studies, Art Activities, *Comparative Education, Curriculum Development, Drama, Educational Resources, Elementary Secondary Education, Information Sources, *Instructional Aids, Instructional Media, *Interdisciplinary Approach, Language Arts, Learning Activities, Library Skills, Mathematics, Modern Languages, Music Activities, *Newspapers, Science Activities, Second Language Learning, *Social Studies, Teaching Guides, Values

Identifiers—Canada

The guide presents teaching suggestions and resource lists for using newspapers as a learning tool in elementary and middle grade classes and adult education situations. Over 75 activities are listed in art, drama, health, language arts, library skills, math, modern languages, music, science, and social studies. For example, science students can collect a vertical file or display of newspaper pictures and articles about storms and their effects. Students in health classes can study food advertisements to learn about different food groups. To help teachers develop curriculum the guide identifies nine series of articles published in the "Province" newspaper in 1976-77 which focused on Canadian and international affairs. After describing one elementary school's immersion program with newspapers, the guide explains how to create classroom learning stations centering around newspaper projects. Concluding sections examine (1) use of newspapers in teaching English as a second language, (2) ways to study value questions through newspaper analysis, and (3) research findings about newspaper readership and readability. (AV)

ED 157 807 SO 010 848

Van Manen, Max

A Phenomenological Experiment in Educational Theory: The Utrecht School. (Draft Paper).

Pub Date Mar 78

Note—32p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Analytical Criticism, Behavior Patterns, Critical Thinking, Curriculum Evaluation, *Educational Philosophy, Educational Principles, *Educational Theories, Evaluation Methods, Evaluation Needs, *Evaluative Thinking, Existentialism, *Experience, Foundations of Education, Learning Experience, Models, *Research Methodology, Scientific Attitudes, Scientific Methodology, Student Reaction, Teacher Evaluation

Identifiers—Phenomenology

The paper provides a sketch of the development of phenomenological pedagogy as it has been represented in the Netherlands in the work of educators and psychologists at the Utrecht School. Phenomenology is the theory that behavior is determined by the interaction of personal experience with external reality. Proponents of the Utrecht School have developed phenomenological evaluation paradigms to counteract the current stress in curriculum and teaching evaluation on technological concerns such as cost-efficiency, effectiveness criteria, accountability, and means-ends thinking. Major features of phenomenological pedagogy are that it: (1) aims to be a practical science which seeks to understand its objects and to determine how to act in relation to them; (2) analyzes specific situations to develop a body of scientific knowledge about education; (3) applies situation-analysis to experiences to yield descriptions of ways in which people relate to their world; and (4) is always undertaken with the intent of providing recommendations of pedagogic practice. The conclusion is that only phenomenologically based theories can generate an educational philosophy which encourages children in their self-interpretation of responsible adulthood. (Author/DB)

ED 157 808 SO 010 900

Mitchell, Douglas E.

Social Science Utilization in State Legislative Policy Making.

Pub Date Mar 78

Note—25p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Decision Making, *Educational Legislation, *Legislation, Legislators, *Policy Formation, Political Influences, Political Issues, Political Science, Public Policy, *Research Utilization, *Social Science Research, Social Sciences, *Theories

In this paper, social science utilization is studied as an aspect of legislative decision making. The purposes of the paper are to provide a review of political science literature on state legislatures, offer a theoretical framework for interpreting utilization of social science research, apply the framework to interview data, and generate a theoretical framework to test additional social science utilization hypotheses. In 1977, nearly 100 legislators, staff members, executive branch personnel, and interest group spokesmen dealing with educational legislation in Arizona, California, and Oregon were interviewed regarding legislative issues and influences. Data from these interviews suggested that policy makers continually confront situations in which pressures to act are diverse, incessant, intense, and difficult to identify clearly. A theory of social science utilization was devloped which was in accordance with data from these interviews and from literature on state legislatures. The theory was based on three major elements: (1) location of points within the legislative policy-making process at which social science findings might be expected to have a significant impact; (2) the linkage system which ties social science research to utilization in the policy process; and (3) orientational frames of reference which influence legislators to utilize social science and/or other resources in decision making. Hypotheses based on this theoretical framework will be used to test the nature of legislative issues and the background and attitudes of legislators. (Author/DB)

ED 157 809 SO 010 937

Lewis, Frank W.

A Piagetian Critique of Kohlberg's 'Moral Development' and of Simon's 'Values Clarification.'

Pub Date 3 Feb 78

Note—48p.; Paper presented at Eighth Annual International Interdisciplinary UAP Conference on Piagetian Theory and Its Implications for the Helping Professions (Los Angeles, California, February 3-4, 1978); Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adolescence, Behavior Development, Beliefs, Child Development, *Comparative Analysis, Discipline, Educational Philosophy, Educational Psychology, *Educational Theories, Human Development, Individual Development, Interpersonal Relationship, Literature Reviews, *Moral Development, *Moral Values, Personal Growth, *Psychology, Social Development

Identifiers—Kohlberg (Lawrence), *Piaget (Jean), Simon (Sidney)

The paper presents key features of Jean Piaget's theory of moral development, compares Piaget's theory with Lawrence Kohlberg's theory of moral development and Sidney Simon's theory of values clarification, and evaluates the values clarification movement in light of Piaget's theoretical and practical conclusions. The focus is twofold: first, on the theories presented to explain human moral development; and second, on the practical educational program proposed by each position to promote moral growth. The author discusses numerous critical evaluations of these theories by philosophers of education and by other educational professionals. The evaluations indicate that Piaget differs with Kohlberg over the cognitive, distinct, and non-shifting nature of Kohlberg's stages of development in moral reasoning. Piaget also differs with Simon over the stress on the impact of thought on action rather than the Piagetian emphasis on the influence of action on thought. Included in the bibliography are major works by Piaget, Kohlberg, and Simon; all critical works cited in the paper; and works which provide general background information on moral development. (Author/DB)

ED 157 810 SO 010 939

Marker, Gerald W.

Exploring the Relationship between Technology and Social Values.

Pub Date Apr 78

Note—38p.; Paper presented at NSF Workshops on New Developments in Science and Social Science (Ann Arbor, Michigan, April 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Birth Rate, Depleted Resources, Developed Nations, Energy, Ethical Values, Family Planning, Family Role, *Futures (of Society), Government Role, Life Style, Policy Formation, Population Growth, *Relationship, Scientific Research, *Social Change, *Social Problems, *Social Values, Tables (Data), Technological Advancement, *Technology

Modern society should consider the social consequences of science and technology. Examples of problems which have recently arisen from the increased interdependence of technology and society include depletion of the ozone layer of the atmosphere by aerosol sprays, prolongation of life by artificial means, and rapidly increasing population due partially to improved medical care. A growing sense of discomfort with technology is exemplified by many social indicators, including: (1) lack of interest, despite widespread public demand, in recycling or reprocessing waste material unless it can be profitably done; (2) corrosion of folk knowledge regarding social values in response to scientific and social scientific pronouncements; and (3) a general feeling of individual helplessness in the face of phenomena such as overpopulation, hunger, resource depletion, nuclear warfare, and human cloning. The conclusion is that social policies should be developed which reflect a proper government role in areas such as economic centralization and resource allocation. These policies should aid individuals in making reasonable choices regarding housing, energy consumption, and family planning. (Author/DB)

ED 157 811 SO 010 977

Carnoy, Martin

Segmented Labor Markets: A Review of the Theoretical and Empirical Literature and Its Implication for Educational Planning.

Center for Economic Studies, Stanford, Calif.; Stanford Univ., Calif.

Pub Date Jan 77

Note—181p.

Available from—International Institute of Educational Planning, 7-9, Rue Eugene Delacroix, Paris 75016, France (price not available)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Developed Nations, Developing Nations, Economic Disadvantagement, *Economic Factors, Economic Opportunities, *Economics, *Educational Planning, Income, *Labor Market, Literature Reviews, Models, *Relationship, Research Methodology, Social Change, Socioeconomic Influences, Tables (Data), *Theories

The study reviews orthodox theories of labor markets, presents new formulations of segmentation theory, and provides empirical tests of segmentation in the United States and several developing nations. Orthodox labor market theory views labor as being paid for its contribution to production and that investment in education and vocational training for the poor will yield payoffs equal to gains by higher income whites. Segmented labor market theory explains how and why workers', owners', and managers' labor markets function differently and why the labor market is fragmented into persisting groups with options restricted by historical, systematic forces. The document is presented in seven chap-

ters. Chapter I stresses the importance of economic theories to educational planning, introduces segmented labor market analysis, and explains how segmented labor market analysis relates to planning processes in industrializing societies. Chapter II presents orthodox theories of labor markets to bring the reader up to date and to provide a framework for contrasting segmentation theories with orthodox literature. Chapter III describes dual labor market theories and offers criticisms of these theories by economists. Chapters IV and V examine the validity of U.S. and Third World labor market characteristics as predicted by segmentation analysts. Chapter VI analyzes implications of segmentation theory for development planning. The final chapter presents an agenda for future research. (Author/DB)

ED 157 812 SO 010 982
Blum, Mark E. Spangehl, Stephen
Ideas and Research: A Course Introducing Inquiry in the Social Sciences and Humanities [And] Summary.
Pub Date [77]
Note—16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Course Content, *Course Descriptions, Course Objectives, Critical Thinking, Curriculum Design, Curriculum Development, Educational Objectives, Higher Education, *Humanities, Humanities Instruction, *Inquiry Training, Interdisciplinary Approach, *Performance Based Education, Research Methodology, Research Needs, Research Projects, Skill Development, Social Science Research, *Social Sciences, Teacher Developed Materials, *Teaching Methods

Two papers are presented--a summary and a lengthier description of an interdisciplinary college-level liberal arts course. Both papers are intended for use by humanities and social science teachers as they develop and implement interdisciplinary and competency-based curricula. Five areas of academic competency serve as course objectives. These are that students should: (1) be acquainted with purposes, methods, and nature of evidence in humanities and social sciences; (2) have practice in critical thinking; (3) be able to use resources in humanities and social sciences; (4) be aware of the history, major findings, current state, and directions of inquiry in the two fields; and (5) be able to conduct independent inquiry and communicate effectively in oral, written, and visual forms. Course activities involve students in a social science research project, a humanities research project, and a mastery project which involves methods of inquiry from both the social sciences and the humanities. In the social science project, students are directed to answer a question about classroom learning using behavioral observation, survey, statistical analysis, and cultural analysis. In the humanitics project, students are directed to use introspection, comparison, and logical analysis in a study of human imagination and creativity. For each project, information is presented on instructional strategies, evaluation methods, and possible research topics. (Author/DB)

ED 157 813 SO 010 983
Blum, Mark Spangehl, Stephen
Developmental Education and the University College: A Competency-Based Approach to Education.
Pub Date Nov 76
Note—82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Affective Objectives, Behavioral Objectives, Cognitive Objectives, Curriculum Design, *Curriculum Development, Educational Improvement, Educational Needs, *Educational Objectives, Educational Practice, Higher Education, Human Development, Humanities, Humanities Instruction, *Interdisciplinary Approach, Knowledge Level, Learning Modules, Natural Sciences, *Performance Based Education, Process Education, *Program Descriptions, Program Development, Relevance (Education), Remedial Instruction, *Skill Development, Social Sciences, Values

Developmental education can help college-level curriculum planners identify competency objectives in social sciences, humanities, and the natural sciences. Developmental education is interpreted as learning that helps an individual develop the abilities necessary for pursuing personal and social goals. Abilities, differing at each stage of human growth, include cognitive; affective; interpersonal; social; moral ethical; and psychomotor. Modules based on developmental education concepts include a variety of objectives, materials, and skills which can be rearranged to meet individual student needs. Modules should be collected in a library so that they can be integrated into other courses and used as independent study resources. For each module, information should be available on objectives, entry level knowledge required, staff requirements, materials, and time necessary to complete the module. The conclusion is that the type of competency-based training encouraged by developmental education is useful in helping students develop academic and daily life skills. (Author/DB)

ED 157 814 SO 010 998
Williams, Vernon
The Emotional and Ethical Development of College Students with Acknowledgement to Piaget and Other Theorists.
Pub Date Feb 78
Note—11p.; Paper presented at UAP Annual Interdisciplinary International Conference (Los Angeles, California, February 3-4, 1978); Not available in hard copy from EDRS due to poor reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Cognitive Development, Concept Formation, *Educational Theories, Emotional Development, Experiential Learning, Experimental Programs, Higher Education, *Intellectual Development, Interaction, Learning Activities, Learning Theories, Peer Relationship, *Program Descriptions, *Relationship, *Social Relations, *Student Development

The paper describes an experimental program for college freshmen which applies Piaget's theory of human development to students' academic and social experiences. The program, Accenting Development of Abstract Processes of Thought (ADAPT), was designed to facilitate movement of students from concrete operational thought patterns to more formal thought patterns. It incorporated three elements which are critical to basic theories of development: concrete exploration by students, application beyond the classroom, and peer interaction. ADAPT was used in six content areas: English, history, economics, physics, anthropology, and mathematics. The courses began with concrete exploration activities and moved gradually toward more abstract formulations. For example, anthropology classes observed and recorded people's communication through positions of eyebrows, lips, arms, and legs, in order to prepare for study of research findings about body language in various cultures. Another aspect of the ADAPT program addressed the emotional/ethical side of students' experiences. In an initial exercise, students wrote descriptions of learning experiences they had encountered outside the formal educational setting and identified experiential elements that had facilitated their learning. After sharing these experiences within small groups, students were ready to apply the concepts to academic work. It is pointed out that integrated programs of student development must support academic program goals. (Author/AV)

ED 157 815 95 SO 010 999
Kuhmerker, Lisa
Developments in Kohlberg's Theory and Scoring of Moral Dilemmas. Occasional Paper No. 6.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Hazen Foundation, New Haven, Conn.; Office of Education (DHEW), Washington, D.C.
Pub Date 78
Note—23p.
Available from—Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103 ($2.00 paperbound)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Attitudes, Data Analysis, Decision Making, Decision Making Skills, Educational Improvement, Educational Practice, Educational Psychology, Educational Trends, *Moral Development, *Research Methodology, Research Tools, *Scoring Formulas, *State of the Art Reviews, Summer Workshops, *Theories, *Values
Identifiers—Kohlberg (Lawrence)

Methodology related to Lawrence Kohlberg's theory of moral development has been continuously refined by creation and evaluation of additional research instruments. Instruments have been tested at summer scoring workshops presented by Kohlberg and his staff at the Center for Moral Education, Harvard University, in 1972, 1973, and 1976. Instruments include: (1) a standard-form scoring system to redefine the stages of moral development at a structural level and distinguish more clearly between issues and concerns; (2) a structural interviewing system which penetrates beyond a subject's opinions, attitudes, and beliefs to basic reasoning or justification patterns; and (3) a standard moral-interview format, which directs the subject to make the choice at the beginning of each dilemma. Many problems related to interviewer misperception of values placed by the subject on a particular issue have been alleviated by asking the subject to weight the values. Other problems encountered by participants at scoring workshops relate to dominant-issue scoring. Participants should have fewer problems with scoring if they refer to Kohlberg's 1977 manual, average across elements within the governing norm, and consider unsolicited reasoning responses by the subject during the interview. The conclusion is that Kohlberg's moral development theory is constantly being improved as Kohlberg and other scholars work to make it more relevant to moral dilemmas. (Author/DB)

ED 157 816 95 SO 011 007
Murphy, Judith Jones, Lonna
Research in Arts Education: A Federal Chapter.
Office of Education (DHEW), Washington, D.C.
Report No—OE-76-02000
Pub Date 76
Note—90p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Art Activities, *Art Education, Art Teachers, Childrens Art, Curriculum Development, Curriculum Evaluation, *Educational Development, Educational Needs, Educational Objectives, *Educational Research, Elementary Secondary Education, Federal Aid, *Federal Programs, Financial Support, Fine Arts, Government Role, *Humanities, Incentive Grants, Measurement Goals, Measurement Techniques, Music Education, State of the Art Reviews, Summative Evaluation

This document provides an overview of art education research funded by the Arts and Humanities Program (AHP) from 1965-70. Several dozen research and development projects, selected from among the more than 200 initiated during this period, are analyzed to indicate the wide range of scope and funding, nominal success or failure, distribution among art forms, research strategies, and objectives. The report is presented in six chapters. Chapter I offers a history of art education research and stresses the importance of the federal funding for art education research pursuant to the 1965 Elementary and Secondary Education Act (ESEA). Chapter II discusses AHP's role as administrator of ESEA funds to art education research. Chapter III compares the limited funding of basic research with the more generous funding of proposals aimed toward strengthening the position of art in education. Chapter IV describes activities such as conferences and surveys which were developed to spur research. Chapter V focuses on research into art classroom occurrences and practices. Topics discussed include measurement and testing, teaching methods, art in the curriculum, music in the curriculum, educational laboratory theatre, and curriculum development. The final chapter stresses the need for increased federal funding in art education research. (Author/BC)

ED 157 817 SO 011 027
Bringing Energy to the People: Washington, D.C. and Ghana. Grades 6,7. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy.
National Science Teachers Association, Washington, D.C.
Spons Agency—Office of the Assistant Secretary for Intergovernmental and Institutional Relations (DOE), Washington, D.C. Education, Business and Labor Affairs.
Report No—HCP/U3841-0006
Pub Date Feb 78
Contract—EX-76C-10-3841
Note—69p.; For related documents, see SO 011 028-030 ; Best copy available

Available from—U.S. Department of Energy, Technical Information Office, P.O. Box 62, Oak Ridge, Tennessee 37830 (free, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Class Activities, *Comparative Analysis, Cross Cultural Studies, Elementary Secondary Education, *Energy, *Energy Conservation, Grade 6, Grade 7, Graphs, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Lesson Plans, Map Skills, Physical Geography, Sciences, Social Studies Units, Teacher Developed Materials, *World Geography

Identifiers—*District of Columbia, *Ghana (Accra)

This instructional unit contains four classroom lessons dealing with energy for use in grades six and seven. The overall objective is to provide students with a comparative overview of two basic energy concepts: energy is a basic need in all cultures; and energy use affects the way people live. In the lessons, which can easily be integrated into studies of world cultures and physical geography of the world, students compare Accra, Ghana, with the Washington, D.C. area in terms of climate, geographic location, energy dependence, and services that meet their needs. The four lessons developed by teachers are: (1) A Geographical Picture of Two Cities; (2) Tracing the Sources of Electric Power in Ghana and in the Washington, D.C. area; (3) Two Transportation Systems: How Are They Alike? How Are They Different; and (4) How Is Electricity Used In Two Different Cultures? The second lesson can also be taught in science courses. Students construct climagraphs, analyze and interpret fact sheet maps and bar graphs, answer questions about highway and road maps, and examine case studies. A time allotment varying from one to four classes for each of the four lessons is suggested, but will probably vary depending on student interest and ability. Each lesson contains complete teacher and student materials background information for the teacher on the topic under study. (Author/RM)

ED 157 818 SO 011 028

An Energy History of the United States. Grades 8-9. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy.

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of the Assistant Secretary for Intergovernmental and Institutional Relations (DOE), Washington, D.C. Education, Business and Labor Affairs.

Report No—HCP/U3841-0004

Pub Date Jan 78

Contract—EX-76C-10-3841

Note—120p.; For related documents, see SO 011 027-030 ; Best copy available

Available from—U.S. Department of Energy, Technical Information Office, P.O. Box 62, Oak Ridge, Tennessee 37830 (free, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Class Activities, *Energy, Energy Conservation, Grade 8, Grade 9, *Interdisciplinary Approach, Lesson Plans, Mathematics, *Natural Resources, Sciences, Secondary Education, Social Studies Units, Teacher Developed Materials, *United States History

This instructional unit contains eight classroom lessons dealing with a history of energy in the United States for use in grade eight and nine social studies, science, and mathematics courses. The lessons were developed by teachers. The overall objective is to help students understand the present necessity to reexamine and perhaps alter our present energy patterns. Students study about the impact that the different types of energy used from colonial times to the present have had on U.S. culture and learn about the physical properties of wood, coal, and oil, particularly about the ability of these substances to give heat. The activities in which students are involved include answering questions based on short reading selections; gathering and interpreting materials from a picture; comparing the uses of energy by a colonial farm family and by a family of today; constructing a can calorimeter; learning how to determine the energy content of wood; applying the principles of scientific motivation to energy data; constructing and interpreting graphs; making a model of a steam turbine; and learning how to determine the heat content of oil. The amount of time needed to teach each lesson varies from one to four classroom periods. Each lesson is self-contained, and includes instructions for the teacher and student materials. The eight lessons are organized into three units: (1) America's Wooden Age (1650-1820); (2) The Coming of Coal (1840-1920); and (3) Oil: Bright Promise (1880-present). (Author/RM)

ED 157 819 SO 011 029

Energy in the Global Marketplace. Grades 9, 10, 11. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy.

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of the Assistant Secretary for Intergovernmental and Institutional Relations (DOE), Washington, D.C. Education, Business and Labor Affairs.

Report No—HCP/U3841-0007

Pub Date Mar 78

Contract—EX-76C-10-3841

Note—54p.; For related documents, see SO 011 027-030 ; Best copy available

Available from—U.S. Department of Energy, Technical Information Office, P.O. Box 62, Oak Ridge, Tennessee 37830 (free, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Class Activities, *Economic Education, Economics, *Energy, *Global Approach, Grade 9, Grade 10, Grade 11, Lesson Plans, Secondary Education, Social Studies Units, Teacher Developed Materials, World Geography

This instructional unit contains six classroom lessons in which 9th, 10th, or 11th grade social studies students examine the effects of competition among nations and world regions as demand for oil outstrips supply. The overall objective is to help students understand the concept that energy is a commodity to be bought and sold like any other commodity but in a marketplace that is a global one. The lessons were written by teachers and can be integrated into social studies, economics, world history, contemporary issues, and world geography courses. The lessons are: (1) Why Some Nations Use More Energy; (2) Energy: Who Has It; Who Needs It?; (3) From Those Who Have To Those Who Want: The Oil Trade Routes; (4) What If...Everyone Wants More?; (5) Retrodollars: The Problem of Too Much Money; and (6) The Oil Price Game -- Everybody Plays (A Simulation Of The World Market for Oil). The activities in which students are involved include analyzing maps, graphs, and charts; answering questions based on short reading selections; and playing games. Each lesson can be taught in one classroom period. All teachers and student materials are included. (Author/RM)

ED 157 820 SO 011 030

U.S. Energy Policy -- Which Direction? Grades 11 and 12. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy.

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of the Assistant Secretary for Intergovernmental and Institutional Relations (DOE), Washington, D.C. Education, Business and Labor Affairs.

Report No—HCP/U3841-0003

Pub Date Jan 78

Contract—EX-76C-10-3841

Note—92p.; For related documents, see SO 011 027-029 ; Best copy available

Available from—U.S. Department of Energy, Technical Information Office, P.O. Box 62, Oak Ridge, Tennessee 37830 (free, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, Class Activities, Decision Making, *Energy, *Energy Conservation, Futures (of Society), Grade 11, Grade 12, Interdisciplinary Approach, Lesson Plans, *Policy Formation, *Presidents, Sciences, Senior High Schools, Social Studies Units, Teacher Developed Materials

This instructional unit for use in 11th and 12th grade social studies and science courses contains six classroom lessons dealing with United States energy policy. The overall objective is to help students understand how circumstances, present and proposed legislation, political action, and the Constitution itself become linked in the development of a national policy. The lessons, developed by teachers, are: (1) The Nightmare Life Without Fuel; (2) How Can the United States Reduce Its Dependence on Foreign Oil?; (3) The President's Powers: Where They Come From and How They Are Used; (4) Advantages and Disadvantages of Coal; (5) Toward the Future: The Advantages of Having a National Energy Plan; (6) An Energy Policy is Born. Activities in which students are involved include discussing the short reading selections; analyzing graphs and research; and analyzing a case study dealing with President Carter's energy policy. The time needed to teach each lesson varies from one to three classroom periods. All teacher and student materials are included. Also included for the teacher's reference is a brief summary of President Carter's energy policy. (Author/RM)

ED 157 821 SO 011 031

Eckholm, Erik

Disappearing Species: The Social Challenge. Worldwatch Paper 22.

Worldwatch Inst., Washington, D.C.

Spons Agency—United Nations Environment Program, New York, N.Y.

Pub Date Jul 78

Note—40p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.00 paperbound, quantity discounts available)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biological Influences, Biological Sciences, *Conservation (Environment), *Depleted Resources, Developed Nations, Developing Nations, Earth Science, *Ecology, *Economic Development, Environmental Criteria, Environmental Research, *Futures (of Society), *Global Approach, Human Living, Needs Assessment, Population Growth, Poverty Research, Quality of Life, Social Problems, Socioeconomic Influences, World Problems

A key question to ask in determining whether a solution will be found to the current worldwide destruction of plant and animal life is whether people will learn to reconcile effectively the demands of environmental conservationists and developers. Probably the most immediate threat which ecological destruction poses to human welfare is shrinkage of the plant genepools available to agricultural scientists, farmers, and foresters. Additional problems are the extinction of species with economic or medical value and the ecological disturbances which result from the loss of any species. Demands for rapid economic and social development in Third World nations present particular problems for long-term environmental conservation. Unless national and international economic systems provide more opportunity for advancement, the dispossessed will naturally molest legally protected lands, trees, and animals. Environmental planners in all nations and foreign aid agencies in developed nations must incorporate concern for preservation of biological diversity into their policy decisions. A start toward the creation of needed ecological protectorates was made in 1978 when UNESCO designated 144 areas in 35 nations as part of a global network of Biosphere Reserves. The conclusion is that developers and conservationists must cooperate to develop policies to keep the biosphere in good order, slow the population growth, and satisfy people's basic needs. (Author/DB)

ED 157 822 SO 011 032

Silvester, Elizabeth, Comp.

Canadian Politics and Government: A Student's Guide to Reference Resources.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date 78

Note—11p.; Not available in hard copy from EDRS due to small type size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Area Studies, *Government (Administrative Body), Governmental Structure, Higher Education, Information Sources, Library Collections, *Library Guides, *Library Reference Services, Periodicals, *Politics,

*Reference Books, Reference Materials, University Libraries
Identifiers—*Canada
The guide identifies over 50 source materials relevant to the study of Canadian politics and government available in the reference department of McLennan Library at McGill University. Sections I and II list almanacs and current biographical sources. These include a directory of federal and provincial government, biographical sketches of prominent French Canadians, and a chronological list of all ministries since confederation in 1867. Section III presents yearbooks and annual reviews. Indexes to periodicals, newspapers, theses, and research are identified in Section IV. Section V, the longest section of the guide, lists sources on special topics. These include elections, external relations, intergovernmental relations, labor, nationalism, political parties, and public administration. Each entry gives information on title, period of publication, McLennan Library catalog and shelf numbers, issues contained in the library, and a brief description of each book's content and format. The guide mentions that additional sources are available in the government documents department of the McLennan Library. (Author/AV)

ED 157 823 SO 011 033
Silvester, Elizabeth, Comp.
Political Science: A Students Guide to Reference Resources.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date 78
Note—8p.; Not available in hard copy from EDRS due to small type size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Bibliographies, Dictionaries, Encyclopedias, Higher Education, Indexes (Locaters), Library Guides, Library Reference Services, *Political Science, *Reference Books
This annotated listing of books was compiled by the reference department of McLennan Library to introduce college students to reference resources in political science and to suggest useful bibliographic tools to facilitate literature searches. Only general works are cited. The bibliography is organized by the following categories: (1) Guides; (2) Encyclopedias and Dictionaries; (3) Directories and Biographical Dictionaries; and (4) Bibliographies and Indexes. Also included are very brief discussions of other library subject headings to check using either of two classification schemes, Library of Congress or Cutter; specialized subject bibliographies; and resources available through government documents and the Center for Research Libraries. (Author/RM)

ED 157 824 SO 011 034
Report of the A.S.B.D.A. Uniform Research Committee. American School Band Directors' Association, Research Committee Reports for the 16th Annual Convention, Miami, Florida, 1968.
American School Band Directors Association, Newark, Ohio.
Pub Date [68]
Note—15p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For related documents, see SO 011 035-040
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—After School Activities, *Bands (Music), Bids, *Clothing Design, Competitive Selection, Contracts, Department Directors (School), Elementary Secondary Education, Equipment, Equipment Evaluation, *Equipment Standards, Guidelines, Leadership Responsibility, *Performance Specifications, Purchasing, *School Activities, Selection, Student Needs
Identifiers—*Uniforms
The guide, first in a series of committee reports relating to school band performance, organization, and equipment needs, describes successful practices in ordering band uniforms. Compiled in response to numerous requests for assistance by band directors who need advice on how to order new uniforms, the guide suggests the best time during the school year to place an order with a manufacturer, when and how to seek the assistance of local clothiers, and how to assess uniform needs. The report presents a sample invitation to bid on supplying uniforms; a description of general requirements to be met by uniform manufacturers such as approval samples and quality of work; a sample bid form; a description of materials to be used in coat and trousers, shako, convertors, tie, gloves, and spats; and a detailed listing of manufacturing specifications regarding materials, linings, pockets, inner construction, braids, collars, suspender buttons, belt loops, leg stripes, heel guards, fly closings, and waist band curtains. The final specification is a sample contract outlining a manufacturer's guarantee that all uniforms delivered under the contract will meet all specifications, fit correctly, and be made from the material prescribed. (Author/DB)

ED 157 825 SO 011 035
Twelve Years of Acoustical Research. American School Band Directors' Association, Research Committee Reports for the 17th Annual Convention, Hot Springs, Arkansas, 1969.
American School Band Directors Association, Newark, Ohio.
Pub Date [69]
Note—16p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For related documents, see SO 011 034-040
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Acoustics, *Bands (Music), Elementary Secondary Education, *Equipment Evaluation, *Evaluation, Graphs, Guidelines, Music Activities, *Musical Instruments, Music Education, Music Techniques, Performance Criteria, Tables (Data)
Identifiers—*Clarinets
The guide, one in a series of committee reports relating to school band performance, organization, and equipment needs, discusses acoustical problems inherent to the clarinet. The report is presented in five sections. Section I summarizes findings of an American School Band Directors' Association (ASBDA) clarinet testing committee. A major finding was that all clarinets follow a consistent intonation pattern. Section II summarizes ASBDA committee findings regarding clarinet mouthpieces. On the basis of tests of 78 mouthpieces, the committee recommended that manufacturers agree to an identification system for pitch levels. Section III presents a list of tuning practices followed by clarinetists. Section IV examines mouthpiece pitch characteristics, including tone quality, ease of blowing, articulation, and staccato control. Section V presents conclusions. These include that music teachers should recommend mouthpieces to students and that mouthpieces which play flat as well as sharp are necessary for good intonation in a band section. The appendix presents graphs illustrating differences among clarinet mouthpieces; a tuning and warm-up standard form; and a list of clarinet mouthpieces by brand name, number, pitch characteristic, and average pitch level. (Author/DB)

ED 157 826 SO 011 036
Report of the Research Committee on Microphones and Microphone Placement. American School Band Directors' Association, Research Committee Reports for the 18th Annual Convention, Pittsburgh, Pennsylvania, 1970.
American School Band Directors Association, Newark, Ohio.
Pub Date [70]
Note—14p.; For related documents, see SO 011 034-040
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Acoustical Environment, Audio Equipment, Audiovisual Communication, *Bands (Music), Educational Improvement, Elementary Secondary Education, Equipment Evaluation, Equipment Standards, Evaluation, Guidelines, *Microphones, Music Education, *Performance Specifications, *Relationship, Standards, Tape Recorders, *Tape Recordings
The guide, one in a series of committee reports relating to school band performance, organization, and equipment needs, examines the relationship between microphones and tape recordings. The guide is presented in nine sections. Section I identifies types of microphones (carbon, crystal and ceramic, dynamic, condenser, and ribbon). Section II discusses microphone directional characteristics and designates the cardioid-type microphone as most effective for most musical performances. Section III examines microphone impedence characteristics, followed by discussion of frequency response characteristics in section IV. Section V presents guidelines for achieving the best tape recordings. These include providing a natural front to back perspective, duplicating the tonal balance of the group, and recording from a height above the group. Section VI elaborates general rules about microphone placement. Section VII discusses speed of tape recordings and suggests that music should be recorded at the fastest possible speed. Section VIII describes tape recorder maintenance. The final section assesses types of recording tape and concludes that very little difference exists among name brands of tape, as long as the bias voltage is set for the tape used. (Author/DB)

ED 157 827 SO 011 037
Public Relations. American School Band Directors' Association, Research Committee Reports for the 18th Annual Convention, Pittsburgh, Pennsylvania, 1970.
American School Band Directors Association, Newark, Ohio.
Pub Date [70]
Note—28p.; For related documents, see SO 011 034-040
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Bands (Music), *Community Support, Educational Improvement, Educational Needs, Elementary Secondary Education, Guidelines, Information Needs, Orientation Materials, *Parent Participation, Parent Responsibility, *Program Development, *Public Relations, Public Support, *School Activities, School Community Relationship, Surveys, Teacher Developed Materials
The guide, one in a series of committee reports relating to school band performance, organization, and equipment needs, is intended to aid band directors as they develop public relations programs. The materials were developed in response to widespread need expressed by ASBDA members in a 1969 survey for assistance in drawing up press releases, involving parents in band programs, providing printed materials to parents of band students, developing materials for justifying instrumental music, and increasing community awareness of band needs and activities. The document presents 21 materials which have been developed by band directors throughout the United States. Materials include audition letters to prospective band members, letters of congratulation to band members following a musical performance, rehearsal schedules, school newsletter articles regarding band activities, requests for parents and community members to join an orchestra boosters club, band meeting announcements, and tips to parents regarding ways to help students with home practice. (Author/DB)

ED 157 828 SO 011 038
Report of the Research Committee on "Administrative Handbook for Marching Band." American School Band Directors' Association, Research Committee Reports for the 18th Annual Convention, Pittsburgh, Pennsylvania, 1970.
American School Band Directors Association, Newark, Ohio.
Pub Date [70]
Note—19p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For related documents, see SO 011 034-040
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—After School Activities, Athletic Programs, Athletics, *Bands (Music), *Educational Needs, *Educational Objectives, Guidelines, Music Activities, Music Education, Performance Factors, Program Descriptions, Resource Guides, *School Activities, *School Community Cooperation, Secondary Education, *Student Participation, Teaching Methods
The handbook, part of a series of committee reports relating to school band performance, organization, and equipment needs, is intended to assist high school band directors in developing rules and regulations to govern the school band marching phase. The guide is presented in 15 sections. Sections I and II explain how student involvement in marching band performances can benefit the student, the school, and the community. Sections III and IV outline band membership obligations. Section V proposes a grading system. Section VI clarifies qualifications for student of-

ficers and relates officer duties. Section VII describes the awards system. Section VIII explains factors the band director should consider regarding uniforms. Section IX identifies concerns related to marching band travel, particularly with regard to overnight trips. Section X outlines band protocol for host and visiting school football games. Section XI presents suggestions for rehearsal and performance procedures, musical concept, instrumentation, and marching style. Sections XII through XIV explain how to display and fold the flag and how and when to play the national anthem. The final section emphasizes the committee's intent that the guide provide useful suggestions to band directors. (Author/DB)

ED 157 829 SO 011 039

A Handbook on Scheduling the Band: Data Based on Attitudes and Techniques of American School Band Directors and Administrators Surveyed 1974 and 1975. American School Band Directors' Association, Research Committee Reports for the 23rd Annual Convention, Columbus, Ohio, 1975.

American School Band Directors Association, Newark, Ohio.

Pub Date Aug 75

Note—90p.; Not available in hard copy from EDRS due to small type size of parts of the original document; For related documents, see SO 011 034-040

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Bands (Music), *Course Organization, Educational Objectives, Elementary Secondary Education, Flexible Scheduling, Guidelines, Instructional Improvement, Music Activities, Music Education, Problem Solving, *Schedule Modules, *Scheduling, *School Activities, Student Needs, Student Participation, Surveys, Teacher Attitudes, Time Blocks

The guide, part of a series of committee reports relating to school band performance, organization, and equipment needs, is intended to assist band directors as they develop band music schedules. Major objectives of the handbook are to present attitudes of band directors and administrators toward scheduling and to offer scheduling suggestions. The document is presented in four sections. Sections I and II review band directors' responses to surveys undertaken by the ASBDA in 1974 and 1975 to find out how good schedules are developed. Section III examines responses to a 1975 ASBDA survey to measure administrator attitudes toward band music programs, band directors' requests for flexible scheduling, band students' individual and group needs, and scheduling problems resulting from mixed grade level bands. Generally, supervisors indicated positive attitudes toward band music programs in their schools. Section IV relates 19 band and music education schedules used in junior and senior high schools throughout the United States. For each schedule, information is given on city population, level, staff, band enrollment, school enrollment, length of class, scheduling conflicts, and participation limitations. Included in the report is a list of band directors to contact for additional scheduling information. (Author/DB)

ED 157 830 SO 011 040

Comparative Review of Elementary Band Methods. American School Band Directors' Association, Research Committee Reports for the 25th Annual Convention, Cedar Rapids, Iowa, 1977.

American School Band Directors Association, Newark, Ohio.

Pub Date Jun 77

Note—30p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Sheet music on pages 17-22 may not reproduce clearly; For related documents, see SO 011 034-039

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bands (Music), *Comparative Analysis, Curriculum Evaluation, Directories, Educational Objectives, Elementary Secondary Education, *Evaluation, Evaluation Criteria, Evaluative Thinking, Expectation, Guidelines, *Instructional Materials, Music Education, Needs Assessment, Rating Scales, *School Activities, Success Factors, Tables (Data), Teacher Role, *Teaching Methods, Textbook Evaluation

The document, part of a series of committee reports relating to school band performance, organization, and equipment needs, provides a comparative analysis of elementary band methods and instructional materials. The major objective of the report is to provide assistance to band directors as they select materials and methods suitable to their own and their students' needs. For each of the 20 methods and instructional materials, information is given on title, author, publisher, and major objective. One table is devoted to comparative analysis of the conductors' books produced by the 20 publishers. Twelve tables present information checklists on students' books in these areas: general information; rehearsal aids; the instrument and embouchure; scales and arpeggios; range development; rhythm development; rhythm; materials included; specialized exercises; supplementary materials; creativity; review and testing; photos; fingering charts; double notes; rehearsal letters; information on how to assemble, tune, and care for an instrument; program materials; solo materials; full band materials; review lessons; and extra credit. (Author/DB)

ED 157 831 SO 011 043

Havelock, R. G. Huberman, A. M.

Solving Educational Problems: The Theory and Reality of Innovation in Developing Countries. IBE Studies and Surveys in Comparative Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 77

Note—308p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 ($14.75 paperbound)

Document Not Available from EDRS.

Descriptors—*Change Strategies, *Comparative Education, *Developing Nations, *Educational Change, *Educational Innovation, *Educational Research, Social Systems, Systems Analysis

This book contains a study of the process of educational change in developing countries. It is being disseminated in the hope that it may stimulate interest in the process of change, so that a more experimental and evaluative approach may emerge in the search for a better system of education. By looking at several different sources of information about educational innovations and by inserting them in a conceptual framework, the authors try to explain how educational change occurs in different settings, why it occurs in the ways it does, and some of the implications for managing change in developing countries. The emphasis in the book is on presenting and analyzing data collected and on some preliminary ways of drawing practical lessons from them. The data presented come from five sources: (1) case study literature published within the past five years; (2) a stratified sample of detailed project evaluation reports; (3) a questionnaire administered to 81 technical advisors and national directors of teacher education projects in the principal regions of the world; (4) 27 interviews conducted with a sample of the survey population and with a number of experienced administrators, experts, and national officials; and (5) recent theoretical literature of educational change. Findings show that, in spite of large scale investments and high expectations, few innovations make a major dent at the national level in the educational or training problem which they were designed to solve. (Author/RM)

ED 157 832 SO 011 044

Dell, David And Others

Focus on Hinduism: Audio-Visual Resources for Teaching Religion. Occasional Publication No. 23.

State Univ. of New York, New York. Foreign Area Materials Center.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date [77]

Note—123p.

Available from—Learning Resources in International Studies, Room 1231, 60 East 42nd Street, New York, New York 10017 ($3.95, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Area Studies, *Audiovisual Aids, Films, Filmstrips, Higher Education, Instructional Media, Microfiche, Music, *Non Western Civilization, Phonograph Records, *Religion, Resource Guides, Secondary Education, Slides, Video Tape Recordings

Identifiers—*Hinduism

The guide presents annotated lists of audio and visual materials about the Hindu religion. The authors point out that Hinduism cannot be comprehended totally by reading books; thus the resources identified in this guide will enhance understanding based on reading. The guide is intended for use by high school and college students, teachers, anthropologists, musicologists, sociologists, and historians of religion, art, music, dance, literature, and drama. Most of the materials cited were published during the 1960s and 1970s. Section I presents films and videotapes, and section II identifies slides, filmstrips, and microfiche. Both sections group the materials according to three categories: those designed for the study of Hinduism, those useful as background material, and those prepared by a sect for sectarian purposes. Included in these resources are films about ceremonies, lives of holy men, and pilgrimages. For each resource, information is given on length, color or black/white, film speed, sale and rental fees, publication date, publisher, and a lengthy annotation. Section III describes 16 recordings of Hindu music, songs, and chants. A concluding section identifies 29 organizational sources of information and materials. (Author/AV)

ED 157 833 SO 011 045

Learning for Change in World Society: Reflections, Activities and Resources.

One World Trust, London (England).

Pub Date 76

Note—120p.; Part of the World Studies Project, an activity of One World Trust

Available from—World Studies Project, 24 Palace Chambers, Bridge Street, London SW1A 2JT, England ($3.50 plus postage, paper cover)

Document Not Available from EDRS.

Descriptors—Area Studies, Bias, Civil Liberties, *Comparative Education, Developed Nations, Developing Nations, Ecological Factors, Economic Disadvantagement, Foreign Countries, *Global Approach, Human Dignity, *Interdisciplinary Approach, *Learning Activities, Political Issues, *Reading Materials, Resource Guides, Secondary Education, *Social Problems, Social Studies, Socioeconomic Influences, Teaching Methods, Technology

The resource booklet contains readings and activities for British secondary school world affairs classes. The material lends itself toward incorporation into various curricula, including history, geography, social studies, humanities, environmental studies, language and literature, home economics, math, and science. Subject matter focuses on interdependence of the modern world, bias and prejudice, causes of poverty, human rights, technology, world law, ecological balance, and patterns of world trade. An introduction explains that study of contemporary world society is vital to students' self-fulfillment and participation in social and political change. Section I presents 17 primary source readings about world society. Readings deal with European expansion and colonialism, injustice within and between South African countries, effects of poverty in India, and global goals of education in industrialized countries. Section II presents over 40 activities to use in classrooms or informal settings to help students understand how they relate to global issues. One activity requires students to identify every material commodity traded on the world market which is present in their own classroom. Raw materials comprising room fixtures, furniture, clothing, and food can be identified. Section III contains annotated lists of resources including handbooks, magazines, posters, photographs, films, slides, and books. Most are from British sources. (AV)

ED 157 834 SO 011 046

Indian River County Environmental Education Instructional Guide. Language Arts and Social Studies, Sixth Grade.

Florida State Dept. of Education, Tallahassee.

Pub Date 75

Note—39p.; For related documents, see SO 011 047-049; Not available in hard copy from EDRS due to poor reproducibility of parts of the original document

Available from—Office of Environmental Education, Department of Education, Knott Building, Tallahassee, Florida 32304 (on loan)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Biological Sciences, Concept Teaching, *Conservation (Environment), Ecology, Elementary Education, Environment, *Environmental Education, Grade 6, *Language Arts, *Learning Activities, Natural Resources, Pollution, *Population Trends, Social Factors, *Social Studies, Teaching Guides, Water Pollution Control, Wildlife Management

The guide is one in a series for teachers, students, and community members to help them utilize community resources in developing and teaching environmental concepts, responsibility, and problem solving. This particular guide focuses on social studies and language arts aspects of environmental education for sixth graders. Background information and activities are based on the Indian River County environment in Florida. An introduction explains that there are five forest types in the county, which is a scenic and recreation area. Ten major areas of environmental and human concern in the county include water pollution abatement, solid waste disposal, and rare and endangered habitats. Endangered and threatened wildlife are identified. Section one presents 13 social studies activities based on two major concepts: (1) as population increases, its effects on the environment change, and (2) although resources are finite, there are almost infinite demands on those resources. Activities involve creation and observation of terrarium life and simulation of different community members' water needs. Section II presents six language arts activities based on the concept that as population increases, its effects on the environment become more pronounced. Activities include calculation of birth and death rates, and writing poetry about ecology. A concluding section outlines Florida school regulations concerning educational field trips. (AV)

ED 157 835 SO 011 047
Indian River County Environmental Education Instructional Guide. Social Studies, Seventh Grade.
Florida State Dept. of Education, Tallahassee.
Pub Date 75
Note—40p.; For related documents, see SO 011 046-049; Not available in hard copy from EDRS due to poor reproducibility of original document
Available from—Office of Environmental Education, Department of Education, Knott Building, Tallahassee, Florida 32304 (on loan)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Biological Sciences, *Concept Teaching, *Conservation (Environment), Ecology, Environment, *Environmental Education, Grade 7, Individual Power, Land Use, *Learning Activities, Natural Resources, Pollution, *Population Trends, Secondary Education, *Social Studies, Teaching Guides, Technology

The guide is one in a series for teachers, students, and community members to help develop and teach environmental concepts, responsibility, and problem solving. It presents concepts and activities related to environmental education for seventh grade social studies classes. Background information is based on the Indian River County environment of Florida. The introduction describes the county's forest areas, its endangered wildlife, and areas of local environmental concern. The main portion of the guide contains 21 activities based on three major concepts. These concepts emphasize the relationship between population size and demands upon natural resources, and each individual's role as an agent for change in the environment. Activities involve role play; research into local and foreign use of domestic and imported products; creation of maps showing location of the world's mineral resources; and debate over the advantages and disadvantages of technological constructions such as interstate highways, condominiums, and skyscrapers. (AV)

ED 157 836 SO 011 048
Indian River County Environmental Education Instructional Guide. Social Studies, Eighth Grade.
Florida State Dept. of Education, Tallahassee.
Pub Date 75
Note—68p.; For related documents, see SO 011 046-049; Not available in hard copy from EDRS due to poor reproducibility of original document
Available from—Office of Environmental Education, Department of Education, Knott Building, Tallahassee, Florida 32304 (on loan)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Biological Sciences, *Concept Teaching, *Conservation (Environment), Ecology, Environment, *Environmental Education, Grade 8, Land Use, *Learning Activities, Natural Resources, Pollution, *Population Trends, Secondary Education, Social Problems, *Social Studies, Teaching Guides

The teaching guide presents social studies activities for eighth graders to learn about environmental concepts, problems, and responsibilities. Part of a series for teachers, students, and community members, it is based on the Indian River County environment in Florida. The introduction identifies the county's natural resources, wildlife, and issues of environmental concern. The activities are based on concepts emphasizing the interdependence of all living things and the effects of population growth upon the environment. Some of the activities focus on local problems of Indian River County. For example, students consider the territorial needs of endangered species and examine ways in which modern society changes or destroys their habitats. Other activities involve identifying material goods for which settlers moved west, discovering differences in American Indians' and white settlers' use of natural resources, and exploring causes of wars between nations. Students also discuss pollution caused by industrial waste and population density. Appendices contain outline maps of the United States and Europe to be used in making transparencies for some of the activities. (AV)

ED 157 837 SO 011 049
Indian River County Environmental Education Instructional Guide. Social Studies, Grade Nine.
Florida State Dept. of Education, Tallahassee.
Pub Date 75
Note—45p.; For related documents, see SO 011 046-048; Not available in hard copy from EDRS due to poor reproducibility of original document
Available from—Office of Environmental Education, Department of Education, Knott Building, Tallahassee, Florida 32304 (on loan)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Biological Sciences, *Concept Teaching, *Conservation (Environment), Crime, Disease Rate, Ecology, Environment, *Environmental Education, Grade 9, Land Use, *Learning Activities, Natural Resources, Pollution, *Population Trends, Secondary Education, Social Problems, *Social Studies, Teaching Guides, Technology

The teaching guide presents social studies activities to help ninth graders learn about environmental concepts, problems, and responsibilities. Based on the Indian River County environment in Florida, it is part of a series for teachers, students, and community members. The introduction describes the county's geography, natural resources, endangered wildlife, and local environmental issues. The main portion of the guide presents activities based on three major concepts: environmental effects of population increase, impact of society's demands on finite resources, and individual responsibility for protecting the environment. The activities involve study of crime and disease rates in proportion to population density, research into community air pollution problems, debate over the benefits of recycling, analysis of families' needs for goods and services which deplete natural resources, and observation of city council sessions when environmental issues are discussed. Appendices present charts and maps of natural resource supply and use; and an outline of Florida school regulations concerning educational fieldtrips. (AV)

ED 157 838 SO 011 050
Turner, Ralph H., Ed. And Others
Annual Review of Sociology, Volume 4, 1978.
Annual Reviews, Inc., Palo Alto, Calif.
Pub Date 78
Note—632p.
Available from—Annual Reviews, Inc., 4139 El Camino Way, Palo Alto, California 94306 ($17.00 hardbound)
Document Not Available from EDRS.
Descriptors—Demography, *Essays, Higher Education, Individual Development, Institutions, Methods, Policy, Social Influences, Social Relations, *Social Science Research, Social Sciences, *Sociology, State of the Art Reviews, Theories, *Trend Analysis, Urban Studies

Twenty-one essays provide a perspective on the range and depth of current research in sociology. Almost all the authors are with departments of sociology in United States colleges and universities. One author is with a foreign institution of higher education and research, and a few are from American research centers. The essays fall into ten broad categories: differentiation and stratification, social processes, institutions, individual and society, urban sociology, demography, policy, theory and methods, historical sociology, and sociology of world regions. Titles include: Changing Patterns in Research on the Third World; Human Spatial Behavior; Mathematical Models in Sociology; The Comparative Sociology of Organizations; International Migration; Moral Order and Sociology of Law: Trends, Problems, and Prospects; Recent Trends in American Historical Demography; and The Social Organization of the Classroom. The volume concludes with cumulative indexes of authors and essay titles for each of the four annual reviews published to date. (AV)

ED 157 839 SO 011 052
Hodgetts, A. B. Gallagher, Paul
Teaching Canada for the '80s. Curriculum Series, 35.
Ontario Inst. for Studies in Education, Toronto.
Pub Date Jul 78
Note—136p.
Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 ($5.95 paperbound)
Document Not Available from EDRS.
Descriptors—*Area Studies, *Civics, *Cognitive Objectives, *Comparative Education, *Curriculum Development, Economic Factors, Educational Needs, Educational Objectives, Elementary Secondary Education, Environment, Foreign Countries, Governmental Structure, Politics, *Program Content, Program Planning, Social Problems, Social Studies
Identifiers—*Canada

A rationale for Canadian studies and outlines of appropriate content for various grade levels are presented. The book is designed to help teachers, curriculum planners, and teacher educators in preparing effective Canadian studies programs. Chapter I offers a discussion of the need for pan-Canadian understanding. Canadian studies can help young Canadians to raise their perspectives from local, regional, or ethnocentric concerns to national and international levels, and to better understand their own society's problems. Chapter II identifies four components of a complete Canadian studies program: the Canadian environment, structure and functioning of government, characteristics of the economic system, and public issues. Primary and elementary grade content is outlined in Chapter III. Subject matter focuses on citizenship education and should include study of community participation, public controversy, public affairs, history, and geography. Chapters IV through VII suggest concepts and topics for secondary grade study of Canadian environment, politics, economics, and public issues, respectively. Among these topics are natural resources, the political party system, intergovernmental relations, national income, foreign economic relations, technology, and biculturalism. (AV)

ED 157 840 SO 011 053
Rostetter, David Deluca, Nicholas
Conflict Sociology-A Perspective for Organizational Theory.
Pub Date 28 Mar 78
Note—18p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 28-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Case Studies, *Conflict, Data Analysis, Data Collection, Educational History, Information Needs, Literature Reviews, *Models, *Organizational Theories, Productive Thinking, *Research Methodology, Research Needs, Research Problems, *Research Utilization, *Sociology, State Departments of Education, Teacher Education
Identifiers—New York

This paper reports research which utilizes a qualitative approach in order to document and describe the process of complex organizational

conflict. Qualitative research methodology and conflict sociology can be relevant to analysis of organizational processes. The qualitative approach is interpreted to include techniques such as observation, event analysis, and process documentation. Conflict sociology, based upon "Class and Class Conflict in Industrial Society," by Ralf Dahrendorf, suggests that a theoretical model should direct research and pose questions which will make sense out of a social phenonemon. Other sociologists who have contributed to development of the conflict model include Thomas Eliot, Gerhard Lenski, Robert North, Wilmer Cody, Frank W. Lutz, Randall Collins, and Robert Brumbaugh. An example of analytical contributions of a qualitative research design is a study conducted in 1974-75 to assess mandated change in teacher education and certification in New York state. Data were collected regarding attitudes and activities of participants in the teacher training program. An explanatory theory, based upon research by Dahrendorf and Collins, was constructed to explain program development. Findings indicated that mandated change has a high potential for generating conflict, selective involvement and non-participation of participants, and redistribution of power. The conclusion is that a theory based on conflict sociology and qualitative methods served to clearly explain participant behavior and organizational processes in the case of teacher preparation in New York state. (Author/DB)

ED 157 841 SO 011 054

Nissman, Albert

Values: Jaundiced Perversions/Lucid Alternatives.

Pub Date 19 Jun 78

Note—24p.; Paper presented at First Congress on Education (Toronto, Canada, June 19, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Philosophy, *Educational Practice, Elementary Secondary Education, Individual Development, Literacy, *Moral Values, Personal Growth, Personal Values, Self Actualization, Self Concept, *Self Determination, Social Influences, *Student Development, Teacher Characteristics, Teacher Education, *Teacher Influence, Teacher Role, *Values

The American educational system must emphasize values education and the role of the teacher in instilling proper values. Within the context of this paper, values are the intrinsic regard people have for other people, ideas, attitudes, or modes of behavior. Values rest on a philosophical base and require the intellectual choice of the beholder. Education must promote three values: authenticity, literacy, and self-accountability. Authenticity requires a person to be valid to himself and self-actualizing. To achieve this, teaching must be people-oriented and should accentuate individual strengths. Literacy, which is synonymous with learning and cultivation, involves education in the mother tongue, social studies, mathematics, science, and a foreign language. Self-accountability requires a person to be responsible for his own deeds. In general, society's values are perverted because they place esteem on celebrities and political puppets, not on artists, philosophers, researchers, and minority members who contribute to society's well-being. In order to prevent students from following society's misplaced values, teachers must emphasize authenticity in preparing new teachers for their roles. Courses in the foundations and philosophy of education should concentrate on these problems. (Author/AV)

ED 157 842 SO 011 055

Cook, Earl

Energy: The Ultimate Resource? Resource Papers for College Geography, No. 77-4.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Pub Date 77

Note—42p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 ($2.50, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographics, Conservation Education, Depleted Resources, *Energy, *Energy Conservation, *Environmental Education, Fuel Consumption, *Geography, Higher Education, Instructional Materials, Natural Resources, Resource Materials, Statistical Data

This paper, intended for instructors and students in undergraduate courses in geography and environmental studies, discusses the significance of energy to our life and our life-styles. The document is designed to be used in a variety of ways--as background reading for a mini-conference on energy legislation and the geographic problems that are involved; as a substitute for the traditional text material; as an example of differing methodological approaches to the topic; or as required outside reading. There are five parts. Part I discusses the solar energy base of life, concepts of efficiency in agriculture, and the role of livestock. Part II treats renewable and nonrenewable resources, depletion and estimation of reserves, coal and nuclear fuels, solar energy, water power, biomass fuels, wind power, and geothermal energy. The benefits and costs of energy use are examined in Part III. Part IV discusses energy conservation and distribution and the politics involved. An annotated listing of sources of statistical information is provided in Part V. A bibliography citing resources relevant to each part is also included. (Author/RM)

ED 157 843 SO 011 056

Braverman, Mara, Ed.

Teacher Training Program: Leader's Handbook. Law in a Free Society.

California State Bar.

Spons Agency—Danforth Foundation, St. Louis, Mo.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 78

Note—243p.

Available from—Law in a Free Society, 606 Wilshire Boulevard, Suite 600, Los Angeles, California 90401 ($10.00, paper cover)

Document Not Available from EDRS.

Descriptors—Course Descriptions, Elementary Secondary Education, *Inservice Teacher Education, Justice, *Legal Education, Lesson Plans, Methods Courses, *Preservice Education, *Teacher Education, *Teacher Education Curriculum, Teaching Methods

Identifiers—*Law in a Free Society Project

This handbook is designed to assist staff development leaders in planning and conducting K-12 in-service or pre-service legal education courses based on the "Law In A Free Society" curriculum. The handbook is organized into four sections. Section one contains background information on the "Law In a Free Society" program including a discussion of the program's objectives, rationale, and training and classroom materials. Section two describes how to initiate and administer the teacher training programs and discusses the personnel, teaching methods, and instructional materials needed. Section three very briefly discusses how to use community resources in the training program. Section four, which comprises the bulk of the document, contains step-by-step course outlines which can be used in the teacher training courses. Teachers learn about the concepts to be taught through reading, group discussion, mock trials, debates, legislative hearings, and panel discussions. Teachers develop and field test lesson plans, and use "Law In a Free Society" materials with their students and describe their experiences with the curricula in the workshop sessions. The Appendix contains guidelines for teaching methods suggested for use in the in-service and pre-service courses. (Author/RM)

ED 157 844 SO 011 057

Rune, Ann, Comp.

Oral History Index. Washington State Oral/Aural History Program, 1974-1977 [And] Oral History Microfiche Set.

Washington State Dept. of General Administration, Olympia. Div. of Archives and Records Management.

Pub Date Oct 77

Note—329p.

Available from—Sidney F. McAlpin, State Archivist, Washington State Archives, Department of General Administration, 218 General Administration Building, Olympia, Washington 98504 ($4.00 Oral History Index, paperbound; $75.00 Oral History Microfiche Set)

Document Not Available from EDRS.

Descriptors—Community Study, Ethnic Groups, Ethnic Studies, Higher Education, Immigrants, *Interviews, *Local History, Migrants, *Oral History, *Primary Sources, Secondary Education, Social History, *State History

Identifiers—Bicentennial, Washington, *Washington State Oral Aural History Program

This is the index to and transcripts of interviews from the Washington State Oral/Aural History Program. The intention of the program was to pay tribute to the national Bicentennial by celebrating the life and community histories of 'common' men, women, and ethnic minorities. The transcripts are available on 297 microfiche. Immigrants, migrants, and persons native to Washington born between the years of 1890 through 1910 were interviewed. They gave biographical/occupational/community histories from many different perspectives including loggers, gold miners, fishermen, barbers, cattlemen, school teachers, cooks, waiters, farmers, and longshoremen. Their nationalities are Danish, Finnish, northern and southern blacks, Norwegian, Filipino, Swedish, Japanese, Yugoslavian, English, Chinese, Indian, Italian, and German. The majority live in Washington counties of Whatcom, King Kittitas, Pacific, and Wahkiakum. The basic human theme is one of survival in a new land. The paperbound index contains an abstract of each interview and bibliographic information. The index is free with order of one microfiche set. The collection is housed in over 25 institutions across the United States. (Author/RM)

ED 157 845 SO 011 062

Fact Sheets on Institutional Sexism.

Racism and Sexism Resource Center for Educators, New York, N.Y.

Pub Date Mar 76

Note—16p.

Available from—Racism/Sexism Resource Center, Room 300, 1841 Broadway, New York, New York 10023 ($0.50, paper cover, $0.40 each for ten or more copies)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Athletics, Comparative Analysis, *Comparative Statistics, Economics, Education, Employment Opportunities, Females, Government (Administrative Body), Housing, Income, *Information Sources, Males, Mass Media, *Sex Discrimination, *Social Indicators, Statistical Data, Tables (Data)

Identifiers—Sexism

Statistics and statements are presented about the comparative status of men and women in terms of income, job force participation, and other topics. The statistics cover the period 1971-75 and are taken from sources including U. S. Department of Labor and Commerce reports, issues of Monthly Labor Review, Educational Testing Service, The New York Times, American Civil Liberties Union, and The Citizens Advisory Council on the Status of Women. Information is given on comparative income for similar work; median incomes of full-time women workers by occupation; differential accident and sickness insurance plan costs for men and women; percent of men and women employees in high positions in broadcasting, films, and publishing; and numbers of male and female Ph.D. holders in various fields. The format of the document is such that information is presented in short one or two-sentence paragraphs, tables, and charts. An introductory page gives examples of statements reflecting individual, cultural, and institutional sexism. The remainder of the document is divided into sections about male-female differences reflecting sexism in economics, education, sports, government, media, and housing. (AV)

ED 157 846 SO 011 078

Choncoff, Mary, Comp.

Arizona in Books for Children.

Arizona State Dept. of Education, Phoenix.

Pub Date Jun 78

Note—83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—American Indians, *Annotated Bibliographics, Area Studies, Booklists, Children, *Childrens Books, Childrens Literature, Cooking Instruction, *Early Childhood Education, Folk Culture, Mexican Americans, *Reading Materials, Reading Material Selection, *State History

Identifiers—*Arizona

The bibliography of approximately 550 entries is a sample of those available on Arizona for elementary school students. Topics include Arizona history and culture, Mexican lore, and information about Navajo Indians. Although some of the titles are too difficult for the reading level of elementary school students, they are included

because no other book is available on the topic. Titles are classified in five categories: general information, guide books, cook books, coloring books, and textbooks. For each entry, information is presented on author, title, publisher, distributor, and a brief annotation. A directory of publishers and distributors is presented, followed by a title index which concludes the document. (Author/DB)

ED 157 847 SO 011 079

Rosenthal, Judy Sirota, Ed.

Ideas for Kids: A Multi-Arts Approach to Fostering Creativity.

Area Cooperative Educational Services, New Haven, Conn.

Spons Agency—Capitol Region Education Council, Bloomfield, Conn.; Connecticut State Dept. of Education, Hartford.

Pub Date Jun 78

Note—132p.; Document may not reproduce clearly due to colored pages and script style printing ; Prepared as part of Project SEARCH

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Body Image, Creativity, Drama, Elementary Secondary Education, Exceptional Child Education, *Fine Arts, Group Activities, *Handicapped Students, Interpersonal Relationship, *Learning Activities, Mentally Handicapped, Music, Physically Handicapped, Self Concept, *Self Expression, Sensory Experience, *Skill Development, Teaching Guides, Visual Arts, Wheel Chairs

The idea book presents over 50 activities to help handicapped children develop creative self-awareness through the arts. All the activities can be used with non-handicapped children as well. Music, movement, visual arts, and drama provide the basis for the activities, which can be done in small groups or individually. The ideas are geared to developing four growth areas: self expression/communication, sensory awareness, skill development, and originality. Among self-expression activities are singing one's own name and making body movements to represent emotions. Sensory awareness activities involve children in exploring each other's hands and the variety of movements that can be made with fingers, wrists, and palms. Paper-cutting, drawing, and making sound echoes form the basis of some skill-development exercises. Children can demonstrate originality by forming statues with their bodies or by moving to imitate sound. Teachers are encouraged to let physically handicapped children get out of wheelchairs and sit or lie on carpeted floors. However, all activities can be done in chairs as well. Each activity identifies the basic idea, motivation suggestions, materials required, and variations in the activity. A bibliography and lists of material resources conclude the guide. (AV)

ED 157 848 SO 011 080

Columbus, Frederick

The History and Development of Public School Adult and Community Education in Michigan, 1862-1977.

Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.

Pub Date 78

Note—134p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Adult Education, Adults, Adult Students, *Community Education, Educational Finance, *Educational History, Educational Legislation, Educational Objectives, *Educational Trends, Institutional Role, Program Descriptions, Public Education, State History, State Programs, State School District Relationship, Statewide Planning

Identifiers—*Michigan

The history of adult and community education in Michigan since 1862 can be divided into five major periods. In the first period, 1862-1930, adult and evening education was instituted by Henri A. Hobart in the Upper Peninsula and was extended by Frank Cody in Detroit. During the second period, the 1930s, Charles Stewart Mott and Frank J. Manly laid groundwork for community education and the Department of Public Instruction administered numerous adult education programs to counteract deleterious effects of the depression years. During the third period, the 1940s, the Department of Public Instruction embarked on an experimental adult education program. In 1948, passage of the State Aid Act allowed reimbursement to schools for pupils over 21 years of age. In the period of the 1950s and 1960s, additional state legislation was enacted to provide adult basic education, high school completion programs, and G.E.D. equivalency. The final major period of educational development, 1970-77, reveals gradual progress of funding by the state for adult and community education programs in leisure and enrichment, basic skills review, business and industrial subjects, precollege entrance, preparation for retirement, senior citizen orientation, community development, and foreign languages. (Author/DB)

ED 157 849 95 SO 011 082

Focus on Senior Citizens: A Report of Funded Projects for 1976 and 1977.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date [77]

Note—12p.

Available from—Office of Consumers' Education, U.S. Office of Education, Room 5624, ROB-3, Washington, D.C. 20202 (free, single copies only)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Consumer Protection, Educational Needs, Federal Government, *Federal Programs, Financial Needs, Financial Support, Government Role, Health Needs, Housing Needs, Information Needs, *Needs Assessment, *Older Adults, *Program Descriptions, *Services, Social Problems, State Government, Stereotypes

In an effort to promote understanding of the elderly and to provide consumer awareness programs for them, the Office of Consumers' Education funded eight projects in 1976 and two in 1977 which focused on areas such as (1) education of older adults to make intelligent choices among alternative goods and services, (2) training of specialists to work as community outreach personnel to serve the elderly, (3) provision of consumer information for the elderly via radio broadcasts, and (4) creation of more effective linkages among older Americans and senior centers. Directors of the projects found that most elderly people encounter problems in areas of housing, health care, fixed incomes, consumer goods, and transportation. It is pointed out that senior citizens can obtain helpful information from the federal Administration on Aging, and from state and regional agencies on aging. (AV)

ED 157 850 SO 011 083

Johansen, Robert C.

Toward a Dependable Peace: A Proposal for an Appropriate Security System.

Institute for World Order, New York, N.Y.

Pub Date 78

Note—61p.

Available from—Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($1.50, paper cover, quantity discounts available)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activism, Armed Forces, Change Agents, *Change Strategies, Citizenship Responsibility, Conflict Resolution, Cooperation, *Disarmament, Futures (of Society), *Global Approach, *International Relations, Military Organizations, *Military Science, Nuclear Warfare, *Peace, Political Issues, Political Power, Productive Thinking, Social Change, Technological Advancement, United States History, War, World Problems

This booklet proposes that citizens and governments think imaginatively about national and international security and take action for comprehensive arms reductions. The document is presented in eight chapters. Chapter I reports that global insecurity exists despite continuous arms control negotiations since World War II. Chapter II discusses international military expenditures and the spread of nuclear weapons. Chapter III stresses the need for improvements in international security to counteract increasing danger of war, escalating arms competition, and military pressure for armaments. Chapter IV suggests that citizens in all countries participate in movements for social change. Chapter V identifies characteristics of an ideal international security system. Chapter VI, the bulk of the document, presents a five phase strategy for system change: (1) education of the public; (2) reduction of military expenditures; (3) reduction of level of nuclear weapons; (4) dismanteling of nuclear weapons and further reduction of military budgets; and (5) authorization of a global security organization and prohibition of production and possession of military equipment. Chapter VII details arguments against disarmament and international cooperation. The final chapter summarizes information presented in the booklet. (Author/DB)

ED 157 851 SO 011 095

Helms, Anne

Cultures in Conflict: Arab Students in American Universities.

Pub Date 25 Mar 78

Note—12p.; Paper presented at Annual Meeting of the Southwestern Anthropological Association (San Francisco, California, March 23-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Arabs, *Behavior, College Students, *Communication Problems, Communication Skills, Comparative Analysis, Comparative Education, Cultural Awareness, *Cultural Differences, Culture Conflict, *Foreign Students, Higher Education, Interpersonal Relationship, Sex Role, *Social Attitudes, Social Problems, Speech Habits, Values

Cultural differences between Arabs and Americans may cause misunderstandings when Arab students come to study in American universities. As part of the author's plan to write a guidebook for Arab students who are new to American university life, this paper presents preliminary analysis of differences in the two cultures. The author hopes her research will eliminate miscommunication and conflict by clarifying the differences in how the two cultures handle conflict, make apologies, and express anger and sympathy. Eight elements of cultural differences are explored: greetings and farewells; hospitality and food customs; speech styles; proxemics and gestures; male/female relationships; concepts of honor, shame, and morality; educational customs; and values of time, work, space, competition, and friendship. Restrictions on the behavior of women in Arab society are great; thus, Arab male students in America enjoy the sexual freedom of American women but do not want their own sisters or wives to adopt American manners. Most Americans do not know that, traditionally, Arabs must refuse food three times before accepting it. Also, Arab greetings tend to be very drawn out. An American's manner of speaking directly to the point can seem rude. Differences in inflection and voice emphasis convey different meanings in the two cultures. (AV)

ED 157 852 SO 011 096

Stewart, Debra W.

Institutionalization of Female Participation at the Local Level: Commissions on the Status of Women and Agenda Building.

Pub Date 29 Aug 78

Note—29p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-September 3, 1978); Table III may not reproduce clearly in hard copy due to small type size of original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Community Involvement, Decision Making, *Females, Political Influences, *Political Power, *Politics, Social Science Research

Identifiers—*Commissions on the Status of Women

This paper examines the local Commissions on the Status of Women (CSW) groups, whose primary task is to shape a women's agenda for the participation in politics at the community level. CSW's now exist in 150 communities across the United States as official advisory boards to general jurisdiction governments. Five questions are explored in this paper: (1) What is gained by viewing the CSW as an agenda building institution?; (2) What is the nature of the policy agenda such institutions promote?; (3) How and why do Commissions vary in agenda building capacity?; (4) Are there issues which Commissions systematically screen out?; and (5) Do CSW's initiate issues not existing on a systematic community agenda? In-depth interviews were conducted with a sample of 48 CSW's. Findings reveal that Commissions generally stress a few issues with broad appeal and that they tend to adopt clusters of less generally attractive issues. In some instances Commissions do not simply respond to issues on the systematic agenda of the local community,

but will act as a local initiator to actually build a systematic agenda by placing items on the CSW agenda. (Author/RM)

ED 157 853 SO 011 097
Parker, Franklin
China since Mao: Report of a Study Tour, July 8-28, 1978.
West Virginia Univ., Morgantown.
Pub Date 21 Aug 78
Note—13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Area Studies, Citizen Participation, *Comparative Education, Cultural Awareness, Educational Change, *Educational Practice, Foreign Countries, Higher Education, History, *Non Western Civilization, Political Socialization, *Social Action, Travel
Identifiers—*China
A report is given of a trip to the Peoples' Republic of China. In July 1978, 22 educators and social workers traveled to five cities in China to observe how mass-line democratic centralism produces grass-roots peer pressure for carrying out Communist party policy. "Mass line" is the overall policy direction on how to re-order Chinese society. "Democratic centralism" involves internalizing the mass line at the grass roots level and involving all citizens in political activity. In Peking, the group visited Peking University, the University library, and a May 7 cadre school. The university is presently enforcing a more strict admission policy than had been in effect under the Gang of Four's leadership. May 7 cadre schools are work and study retreats, mainly for bureaucrats, which combine physical labor with study of Marxism. In Yenan, the group visited the museum which commemorates Mao's battles against the Japanese and the Chinese Nationalists. The group also observed how an urban, communal neighborhood center is organized, relates politically to the national government, and transmits the mass line. In addition, the group visited the Great Wall, Mao's mausoleum, the Chin tomb, containing 8,000 life-size statues, and the Shensi Provincial Museum, which was originally a Confucian temple. The author concludes that the controlled involvement of each Chinese citizen in production and government is for them an acceptable and secure alternative to previous suffering and starvation. (AV)

ED 157 854 SO 011 098
Stonecash, Jeff
The Uses of Political Science: The Allocation of Policy Influence among Levels of Government.
Pub Date Aug 78
Note—32p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-September 3, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Analytical Criticism, *Centralization, Decentralization, Economic Factors, Federal Government, *Government (Administrative Body), Local Government, Policy, *Policy Formation, Political Influences, *Political Science, State Government, *Theories
Identifiers—Beer (Amuel H)
This paper discusses the allocation of policy influences at the national, state, and local levels of government. A theory of what causes a change from a decentralized to a more centralized system is developed and whether and how such a theory of change is related to a theory of the origins of a federal system is explored. The author presents several weaknesses and ambiguities in the theory presented by Beer and others that modernization and the forces of economic and political development are the driving forces which cause changes in society, which in turn prompts centralization of government activity. One of the weaknesses is that the almost exclusive emphasis on economic change gives the modernization theory an almost deterministic tone. Another weakness is that this strong emphasis on economic change assumes a constancy of a political culture which presumes that changes in society will be reacted to and changed. The author argues that centralization is not caused by modernization ad economic forces, but by man's conceptions of causality and justice. Societies change their structure of power and decision making because of changing perceptions and norms. Ideas matter. He argues that man is not a passive creature merely passing wealth into policy in some invariant, mechanical way, but that there are real political struggles derived from ideas which influence policy. (Author/RM)

ED 157 855 SO 011 099
Watts, Meredith W.
Physiological Studies of Violence-Related Attitudes.
Pub Date 78
Note—40p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-September 3, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Aggression, Anti Social Behavior, Behavior, Cutaneous Sense, Heart Rate, Individual Differences, Personality, Physiology, Psychophysiology, *Reactive Behavior, *Relationship, Research Methodology, Sex Differences, *Social Attitudes, *Social Science Research, *Stimulus Behavior, Stress Variables, Television Viewing, *Violence
This paper reviews previous research and describes a study about the use of psychophysiological indicators (skin conductance response--SCR and heart rate--HR) to measure people's reactions to violence. The review of research describes attempts to gauge the association between people's attitudes, personality, and physiological responses when they viewed violent situations on videotape. These studies generally confirmed a relationship between a person's lack of empathy toward others and low arousal when viewing stimuli. In the author's study, she continued to analyze the relationship of people's individual personality differences, attitudes, and gender to their physiological responses when viewing television and movies with varying degrees of violence. Before viewing the films, subjects' attitudes were measured toward weapon-oriented violence, empathy, and aggressive behavior in the milieu of children. Results of film viewing showed that males with high ego strength had increased SCR and HR responses when negative social behavior was modeled. High acceptance of aggressive social behavior and use of weapons seemed to be associated with lower SCR response and with HR deceleration for males, especially when very violent stimuli were given. For females the pattern was mixed and unreliable. Although additional research is needed, the author believes that people's different personalities and attitudes make them respond in different ways to social behavior and communications. (Author/AV)

ED 157 856 SO 011 102
Nick, Ann L.
Teachers' Guide to the Holocaust.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
Spons Agency—Bruner Foundation, Inc., New York, N.Y.
Pub Date [77]
Note—40p.; Pages 38-39 are copyrighted and have been removed by ERIC; They are not included in the pagination
Available from—Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016 ($1.00, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Anti Semitism, Concept Teaching, Curriculum Development, Discriminatory Attitudes (Social), Educational Objectives, *European History, History Instruction, International Crimes, *Jews, *Learning Activities, Minority Groups, Minority Role, Racial Attitudes, Resources, Secondary Education, *Social Studies Units, Teaching Guides, Teaching Methods, Values, War
Identifiers—*Holocaust
The teaching guide is designed to aid high school history and social studies teachers as they develop and implement programs on the Holocaust. The document is presented in four chapters. Chapter I explains that Holocaust refers to the persecution and genocide of Jews and political opponents of the Nazi regime in Germany in the 1930s and 1940s. Chapter II presents a rationale for teaching about the Holocaust, outlines objectives, explains how the unit can be integrated into history courses, and suggests parallels of the Jews' experience in Europe with minority groups' experience in the United States. Chapter III provides background information on Germany, Adolph Hitler, anti-Semitism, genocide, and the Nuremberg trials and outlines lessons on anti-Semitism, the extent of the Holocaust, concentration camps, and student reactions to the study of the Holocaust. For each lesson, information is given on activities, concepts, and objectives. Activities involve students in role playing, reading assignments, class discussion, vocabulary definition, and analysis of historical events. Information is also presented on sequencing lessons, assigning readings, viewing films, and arranging guest speakers. The final chapter suggests teaching methods. The document concludes with a bibliography and glossary of terms. (Author/DB)

ED 157 857 SO 011 103
Friedlander, Henry
On the Holocaust: A Critique of the Treatment of the Holocaust in History Textbooks Accompanied by an Annotated Bibliograpay.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
Pub Date 73
Note—32p.
Available from—Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016 ($0.75, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Educational Problems, European History, Higher Education, *History Textbooks, *Jews, Modern History, Secondary Education, *Textbook Content, Textbook Evaluation
Identifiers—*Holocaust, *Nazi Persecution
The booklet reviews the largely inadequate treatment of Nazi persecution of the Jews in history textbooks and presents an annotated list of other books which treat the Holocaust in depth. Studies of texts commonly used in high school, college freshman survey of Western civilization courses, and advanced university history courses show that discussion of the Holocaust is bland and superficial. Some texts, such as R. R. Palmer's survey of modern Europe, briefly mention the murder of Jews and identify the extermination camps, but they do not provide detailed discussion. Even more recently published paperback history "essay" books skim over the persecution and killing. The author concludes that this reticence is due to the fact that scholars have been unwilling to recognize and acknowledge the fact of genocide. For students who want to study the Holocaust on their own, the bibliography lists approximately 150 resources. These are categorized as (1) reference materials (bibliographies and journals), (2) studies of anti-Semitism and the Third Reich, (3) histories and interpretations of the catastrophe, (4) descriptions of ghettos and camps, (5) eyewitness accounts, and (6) world reactions. (AV)

ED 157 858 SO 011 105
A Selected and Annotated Resource List of Materials on the Holocaust.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
Spons Agency—Bruner Foundation, Inc., New York, N.Y.
Pub Date [77]
Note—65p.; Preface is copyrighted and has been removed by ERIC; It is not included in the pagination
Available from—Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016 ($1.50, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, *Annotated Bibliographies, Anti Semitism, Bias, Filmographies, International Crimes, *Jews, Political Attitudes, Religious Factors, Resource Guides, Secondary Education, Social Problems
Identifiers—Hitler (Adolf), *Holocaust
This guide for students, teachers, and librarians in secondary schools lists over 200 books and films about the Holocaust. The contents have been selected to help students and others find out what happened during the Holocaust, understand some of the reasons for it, develop a better understanding of the Jewish people, and reflect on their own lives. All entries are listed alphabetically by author (or title) in 20 categories: Third Reich, Hitler, European Jewry, anti-Semitism, Holocaust overview, Holocaust experience, refugees, ghettos, camps, world reaction, war crimes, resistance and rescue, survivors, anthologies and literature, religious and political ideology after the Holocaust, analogies, Jews and Judaism, prejudice, nature of man, and controlled society.

Film entries give information on title, length, color or black/white, purchase and rental prices, distributor, and an annotation. Book entries give information on author, title, publisher, date, pages, annotation, and reading level. Reading levels are indicated for four groups: below average (grades six through eight), average (grades nine through ten), above average (grades 11 through 12 and older), and teacher. (Author/AV)

SP

ED 157 859 SP 011 335
Montana School Health Curriculum Guide.
Montana State Dept. of Health and Environmental Sciences, Helena. Health Education Bureau.
Pub Date 74
Note—353p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Curriculum Guides, Disease Control, *Elementary Secondary Education, *Health Education, *Health Guides, Human Body, Human Relations, Mental Health, *Physical Health, Student Attitudes
This curriculum guide is designed to assist classroom teachers, curriculum coordinators, and other administrators in developing a program of health instruction from kindergarten through grade twelve. In twelve chapters the following topics are covered: (1) human growth and development; (2) family life relationships; (3) human sexuality; (4) health protection safety education; (5) mental health; (6) consumer protection; (7) community health and environmental protection; (8) disease prevention and control, venereal diseases; (9) personal health; (10) nutrition; (11) smoking and health; and (12) alcohol and health. (JD)

ED 157 860 SP 012 142
Jeppson, Gordon D.
Inservice Education Programs for Coaches.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Apr 78
Note—49p.
Available from—AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Athletic Coaches, *Athletics, Certification, Faculty Development, *Inservice Programs, *Physical Education, Program Content, *Program Descriptions, Training Objectives
School administrators are often faced with the necessity of employing nonschool personnel to staff the athletic program fully. This publication provides some ideas, sample regulations, and model programs that can be used to give coaches basic minimal competencies for the role they may be asked to assume. Sample regulations that govern the employment of nonschool personnel as coaches are outlined. Model preservice and inservice education programs from 11 school systems are described as examples of inservice training that may be of use to administrators considering adapting them to their own settings. (JD)

ED 157 861 SP 012 411
Hiatt, Diana B.
The Effect of Teacher Aides in Primary Classrooms.
Pub Date Mar 78
Note—30p.; Paper presented at Annual Meeting, American Educational Research Association, (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Class Management, *Effective Teaching, Helping Relationship, *Individualized Instruction, *Interpersonal Relationship, Job Satisfaction, *Primary Grades, *Teacher Aides, *Teacher Attitudes
An intensive study of twenty five primary classrooms with and without aides suggested that teachers with aides displayed more evidence of job satisfaction in teaching and were able to devote more time to teaching activities they valued. Teachers with aides were able to devote more time to instruction and less time on classroom management. There was no marked evidence that teacher aides altered the teacher's ability to individualize instruction or to create greater pupil involvement. Teachers interviewed preferred spending money on a teacher aide than on classroom materials, equipment, or consultants. (Author)

ED 157 862 SP 012 418
National Diffusion/Adoption Network: A First Year Formative Look. Final Report.
Magi Educational Services, Inc., Port Chester, N.Y.
Pub Date Oct 75
Note—161p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Educational Alternatives, Educational Assessment, *Educational Innovation, Formative Evaluation, *Information Dissemination, *Information Networks, Interagency Coordination, Program Evaluation, Staff Orientation
A basic function of the Diffusion/Adoption Network is to assist interested school districts in becoming aware of successfully demonstrated, innovative educational ideas, products, and programs; and in aquiring, through training, the competencies necessary to adopt or adapt a proven educational program. There are five basic components of the Network: (1) the Developer Demonstrators, Local Education Agencies (LEAs) which have developed exemplary education programs on the local level; (2) State Facilitators, also LEAs, aiding other LEAs in their states to determine needs relative to the Network's pool of projects; (3) State Education Agencies, working with the State Facilitators, and aiding in the identification of programs which will continue the Network's successful practices after initial establishment and testing; (4) The Office of Education, providing the impetus, funding, and technical assistance for establishing the Network, and responsible for monitoring and evaluating its implementation; and (5) LEAs, representing the terminals of the delivery system, the consumers whose needs are to be met through the adoption or adaption of the developer demonstrator projects. This document presents an evaluation of the first year of the network's operation. (JD)

ED 157 863 SP 012 452
Servedio, William
The Elimination of Mobility Barriers in Recreational Areas and Facilities.
Pub Date 78
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Accident Prevention, *Architectural Barriers, *Building Design, Physical Environment, *Physical Handicaps, *Public Facilities, *Recreational Facilities
A discussion is presented on the essential need for removing mobility barriers in public recreational areas as well as other sites. It is pointed out that physical disability is not limited to those confined to wheelchairs, but includes persons with temporary or lesser physical handicaps such as limb casts, canes, poor vision, deafness, or the natural loss of flexibility in the aged. Examples of potentially dangerous architectural design in buildings are described, and recommendations are made for specific improvement in the design of parks, playgrounds, and other recreational areas. (JD)

ED 157 864 95 SP 012 456
Morra, Frank
The Supply and Demand for Beginning Teachers, Past, Present, and Future.
Lewin and Associates, Inc., Washington, D.C.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date Apr 77
Contract—OEC-0-74-9279
Note—138p.; Some parts of document may reproduce marginally due to light type
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Beginning Teachers, *Career Choice, Economic Factors, Employer Attitudes, *Employment Opportunities, Job Market, *Labor Market, School Attitudes, *Teacher Employment, *Teacher Supply and Demand, Trend Analysis
Current conditions in the labor market for trained education personnel are reviewed in this paper. It is based on data from a two year inquiry into American teacher education, a review of the existing literature on teacher education, and discussions with educators and contributors to the field. The paper is organized into three sections. The first section discusses the characteristics of supply, demand, and surplus in the present market for teachers and identifies some of the major variables that have been associated with the current labor market. The second section discusses the current and projected responses of the nation's schools, colleges, and departments of education to current imbalances in this market. The third section discusses the factors that influence students in their choices of teacher training programs and in their eventual behavior in the labor markets. (Author/JD)

ED 157 865 SP 012 465
Reynolds, Maynard C.
An Analysis of the Bureau of Education for the Handicapped (BEH) Deans' Projects.
Pub Date Feb 78
Note—16p.; Paper presented at Annual Meeting, American Association of Colleges for Teacher Education (30th, Chicago, Illinois, February 23, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrator Responsibility, *College Deans, *Federal Aid, *Government School Relationship, Individualized Instruction, *Mainstreaming, *Schools of Education, *Teacher Education, Teacher Orientation, Team Teaching
A renegotiation of relationships between special education faculties and other units of colleges of education is underway in order to prepare a new corps of regular teachers who are capable of carrying out their expanded roles in serving handicapped students. The federal government has provided eighty one "Deans' Grants" funds to be used mainly for developmental purposes involving regular teacher education faculty and the basic preparation programs of the college. Five categories of activities can be identified as occurring within colleges supported by Deans' Grants: (1) faculty orientation: in almost all cases, Deans' projects have made provisions for activities designed to create awareness and commitment among education faculty concerning the emerging modes of service for handicapped students; (2) curriculum revisions: all projects have involved the development of revised curriculums for the preparation of school personnel; (3) field related activities: efforts have been directed to the selection and development of clinical experiences that give training in approaches to education for the handicapped; (4) administrative restructuring: colleges are in the process of restructuring administrative and leadership patterns for total teacher preparation programs; and (5) products: in some instances, Deans' projects have given attention to the development of training materials, such as films, sets of readings audio cassette units, and broad new systems for teacher preparation. (JD)

ED 157 866 95 SP 012 468
Sanders, Jean E.
Training Complex Model for Appraising and Programming. Summary Report.
Merrimack Education Center, Chelmsford, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 2 Mar 77
Note—65p.; Not available in hard copy due to marginal legibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Delivery Systems, *Demonstration Programs, Elementary Secondary Education, *Handicapped Children, *Inservice Education, Interagency Coordination, *Mainstreaming, Models, Pilot Projects, *Program Descriptions, Resource Allocations, Special Education, *Systems Development
This model program was designed to improve inservice education for local school districts involved in the delivery of special education services to students in public schools, grades kindergarten through twelve. Six regional training centers were established in Massachusetts following a needs assessment survey of teachers to identify competencies needed by regular classroom teachers for effectively teaching mildly handicapped students. Four objectives for these training centers are stated: (1) to assist the six regional training centers with the systematic identification of teacher perceived needs; (2) to

conduct three training institutes during the school year for trainers of teachers and training center staff; (3) to maintain a resource linkage system and a training resource bank and create a state access system; and (4) to review the effectiveness of the training centers through demonstrated expertise in offering inservice instruction and information services. Included in this document are the original proposal and outline for the model, and a summary report issued eight months later. (JD)

ED 157 867 95 SP 012 493
Hawkins, Merrill M. And Others
Comprehensive Explanation and Analysis of the Bilingual/Bicultural Teacher Training Program at Mississippi State University.
Mississippi State Univ., State College.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 77
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*American Indians, Biculturalism, Bilingual Education, *Bilingual Teachers, Cultural Education, Education Majors, Elementary Education, *English (Second Language), Language Variation, *Program Development, *Teacher Education, Teaching Methods

Under federal funding and with assistance from the Choctaw Indian Tribe, Mississippi State University has developed a teacher training program for Choctaw students who are majoring in elementary education. Students who take courses in the bilingual/bicultural education curriculum obtain knowledge and skills in the following areas: (1) development and construction of teaching materials in a language other than English; (2) knowledge of syntax and grammar of a second language (in this program, Choctaw is the target language); (3) teaching methodology for teaching English as a second language; (4) an appreciation of cultural and language differences of people and the contribution of these differences to our society; and (5) the law and bilingual education in this country. (JD)

ED 157 868 SP 012 494
Colgate, Thomas P.
Outdoor Education Program.
Chadron State Coll., Nebr.
Pub Date Oct 77
Note—25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Cooperating Teachers, Curriculum Design, Education Majors, Environmental Education, Field Experience Programs, Humanistic Education, Human Living, Interdisciplinary Approach, *Outdoor Education, *Preservice Education, *Program Descriptions

This program involves an integrated interdisciplinary approach to teacher education which is centered around the natural laboratory of the out-of-doors. The program invovles students, both in undergraduate and graduate courses, and practicing teachers in outdoor education workshops. The entire school curriculum is taken out-of-doors in a seven-day wilderness trip for sixth grade students. All elements of the curriculum are related to natural phenomena, and teachers learn new techniques of utilizing nature to enhance the learning processes of their students. (JD)

ED 157 869 SP 012 538
Carlson, Robert V. Park, Richard
A Meta Evaluation Pilot Study of a Clinical Teacher Evaluation Model.
Pub Date Feb 78
Note—47p.; Paper presented at Annual Meeting, American Association of Colleges for Teacher Education (30th, Chicago, Illinois, February 21-24, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Achievement, Educational Objectives, *Effective Teaching, *Evaluation Methods, Interaction Process Analysis, Performance Criteria, Self Concept, Student Behavior, *Teacher Behavior, *Teacher Evaluation, *Teaching Styles

Presented in this paper is a brief overview of alternative approaches to evaluating teacher performance that includes appraisal based on mutually derived objectives, appraisal based on student learnings, and appraisal based on teacher behavior. Subsequent to this overview is a more indepth review of an approach which integrates the above-mentioned appraisal approaches within a so-called clinical model. This model uses the appraisal based on teacher behavior as an overall conceptual framework for identifying and specifying teacher behaviors to be focused upon. It also incorporates indicators of pupil behavior as a consequence of certain teacher behaviors and the spirit of collaboration suggested by the appraisal based on mutually derived objectives. The meta evaluation pilot study described in this paper includes the research questions investigated, design followed, site and subject selection, and finally data generated by the study. (Author/JD)

ED 157 870 SP 012 588
Final evaluation Report, 1975-76. ESAA III Pilot Project Assist.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 30 Jun 76
Note—173p.; For related document, see SP 012 589
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Academic Achievement, Change Agents, *Elementary Secondary Education, Inservice Education, Mathematics, *Program Descriptions, *Program Development, *Program Evaluation, Reading, Student Attitudes, Student Behavior, *Teacher Aides

This evaluation report is presented at the conclusion of the third year of Project Assist, a program funded under the Emergency School Assistant Act (ESAA). The main focus of the project was on improving student reading and mathematics skills primarily through contact with instructional teacher aides and special supplementary instructional materials. Included within the third year of the program were two additional components: Project Outreach, which called for graduate social work interns to work with children referred because of behavioral or attitudinal problems; and Trilogy, which employed a triethnic school-community theatrical troupe to portray student-teacher situations in a satirical fashion. In this report each program is described in detail and its outcome evaluated. Included in the document are the reports of three outside consultants. (JD)

ED 157 871 95 SP 012 743
Marliave, Richard S.
A Review of the Findings of Phase II. Technical Note I-1. Beginning Teacher Evaluation Study.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date May 76
Contract—400-65-0001
Note—38p.; For related documents, see SP 012 741-751
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Academic Achievement, Academic Aptitude, Curriculum Planning, *Educational Research, Learning Processes, *Student Behavior, *Student Characteristics, Teacher Background, *Teacher Behavior, *Teacher Characteristics

This document examines the implications of the Phase II report specifically for observation variables that might be used in future Beginning Teacher Evaluation Study (BTES) research, focusing on those variables and patterns of variables that showed the strongest and most consistent relationships with student learning in the Phase II report. The variables are discussed within four basic categories: (1) teacher behaviors; (2) student behaviors; (3) teacher characteristics; and (4) student characteristics. This document is written with the assumption that the reader is familiar with the design and methodology of the Phase II study. The Phase II report examines the data collection, data analysis, and conclusions of one of the most comprehensive and complex studies of teaching conducted to date. (Author)

ED 157 872 SP 012 793
Gerard, Glen K. And Others
Focus on Physical Education, Intramurals and Interscholastics.
Michigan Association of Middle School Educators, East Lansing.
Pub Date 78
Note—17p.
Available from—MAMSE, Michigan State University, 406 Erickson Hall, East Lansing, MI 48824 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Athletic Programs, Athletics, *Extramural Athletic Programs, Individual Differences, *Intramural Athletic Programs, *Middle Schools, Motor Development, Personal Growth, *Physical Education, Program Design, Student Behavior

Physical education, intramurals, and interscholastics are often key areas of study for staffs working to provide for the physical needs of the middle school child. This paper gives direction to the development of programs in physical education in this area. A brief analysis of the problems involved in physical education at the middle school level is followed by a position statement by the Michigan Association of Middle School Educators (MAMSE) on physical education, intramurals, and interscholastics. This position emphasizes that intramural sports should be the central objective in middle school physical education. A brief description of the learner is provided as well as a statement of middle school purpose, generalizations from literature on the subject, and identification of key program components. Practical ideas for making programs beneficial for the individual student are suggested. A source guide to reading materials is included. (JD)

ED 157 873 SP 012 818
Price, Clifford S. And Others
Physical Fitness Programs for Law Enforcement Officers: A Manual for Police Administrators.
International Association of Chiefs of Police, Inc., Washington, D.C.
Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date [78]
Grant—76-NI-99-0011
Note—462p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00671-0; $6.00)
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors—*Administrator Guides, Athletic Programs, *Exercise (Physiology), *Physical Fitness, *Police, Program Development

This manual is the final report of a study on the development of methods and programs to promote physical fitness among police officers. In twelve chapters the following topics are covered: (1) principles of exercise; (2) research methodology used to compile this manual; (3) results of physical fitness evaluation of program volunteers; (4) descriptions of the twenty week experimental exercise programs; (5) results and discussion of the twenty week experimental exercise programs; (6) attitudes and perceptions toward health and physical exercise; (7) results of national surveys on the number and type of physical fitness programs offered by police departments to their sworn officers; (8) administrative and developmental considerations and recommendations; (9) legal issues of concern to law enforcement officers and administrators; (10) medical screening and fitness evaluation programs; (11) recommended exercise program prescription; and (12) implementation experiences in other settings: business and industry. Appended are a medical history questionnaire, an informed consent form, and an aerobics exercise log. A bibliography for further reference is included. (JD)

ED 157 874 SP 012 823
Jewett, Ann E.
Future Projections for Professional Preparation.
Pub Date 25 Feb 78
Note—22p.; Paper presented at the Southern District Conference of the American Alliance for Health, Physical Education and Recreation (Little Rock, Arkansas, February 25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Change Agents, *Change Strategies, *Futures (of Society), Goal Orientation, Life Style, Movement Education, *Physical Education, Physical Fitness, Professional Continuing Education, *Social Change, *Teacher Role

The nature of education needed in the future is discussed with particular reference to those in the physical and health education fields. Anticipating great social change in the course of the next two decades, the role of the physical education teacher is regarded as an expanding one. Three

stages of development in curriculum for these teachers are proposed. The goal for the first stage is to use competency based teacher education as a tool for strengthening the best elements of the traditional curriculum. The key factor in the second stage of change is to accept specialization as a necessity, and to include in the undergraduate experience instructional models in role definition and decision making. Specialists with different activity competencies and capabilities for teaching all age groups and persons of widely variant capabilities will be needed. The final stage of development for competent teachers will be preparing professionals who have diverse talents and varying skills, who are well qualified to live and work in a society that is globally interdependent, and who can contribute services attuned to unlimited multiethnic and polycultural differences. (JD)

ED 157 875 SP 012 824
Duquin, Mary E.
Partner Choice in Cooperative and Competitive Sport Settings.
Pub Date 78
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Ability Grouping, Achievement Need, *Athletes, *Competition, Complexity Level, Group Dynamics, *High School Students, Interaction Process Analysis, Performance Factors, Physical Education, Secondary Education, *Self Concept, *Sex Differences, Student Ability, *Student Attitudes, Student Grouping

The results of this research have relevance for sport educators who are integrating sport classes and who are concerned with the interpersonal interactions of boys and girls playing together. The author hypothesized that males and females would prefer to interact in a sport setting with members of their own sex and ability level. The results of an analysis of variance indicated that: (1) males generally preferred to interact with males; (2) females did not generally tend to differentiate on the basis of sex; (3) low ability subjects were equally willing to interact with low or average ability others; and (4) average ability males were equally willing to play with average or above average players while average ability females preferred to interact with similar others. (Author/JD)

ED 157 876 SP 012 864
Pigg, R. Morgan, Jr.
Guidelines for the Podiatrist in the School Health Program.
Pub Date Jun 78
Note—6p.
Journal Cit—Journal of the American Podiatry Association; v68 n6 p444-448
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Guidelines, Health Programs, Physical Education, *School Health Services, *Special Health Problems
Identifiers—*Podiatrists

These guidelines were compiled to provide a model for integrating the services of the podiatrist into the health program of the school. The guidelines are intended to enable the podiatrist to supplement or complement the services of other medical specialists involved in the school health program. The scope of the guidelines encompasses the complete range of potential activities of the podiatrist in the school. (Author)

ED 157 877 SP 012 867
Trentham, Landa Mayfield, Robert
Auburn's Continuous Professional Development Program.
Pub Date 76
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Field Experience Programs, *Inservice Teacher Education, *Interinstitutional Cooperation, Performance Based Teacher Education, *Preservice Education, *Professional Continuing Education, *Program Descriptions, Staff Improvement, Teacher Improvement, Teacher Workshops

The Continuous Professional Development Program (CPDP) is a consortium of educators from Auburn University, ten public school districts, and the Alabama State Department of Education. The purpose of the CPDP is to work cooperatively toward the improvement of teacher education at both the pre-service and in-service levels. The agencies in the Consortium through cooperative efforts have assessed the educational needs, developed, field-tested, and implemented new programs, and evaluated these programs. As an outcome of these efforts, programs now include: (1) diversified, extended, and practical laboratory and field experiences for undergraduate students; (2) inservice participatory workshops; (3) additional training experiences in the teaching of reading at the elementary, secondary, and inservice levels; (4) greater emphasis on preservice and inservice training in implementing diagnostic teaching, including experiences in development of teacher-made materials, use of humanistic classroom management, and use of a variety of techniques for evaluation of learning and instruction; (5) movement toward competency based programs; and (6) emphasis on human relations skills. (Authors/JD)

ED 157 878 SP 012 870
Flicker, Bernard
Program for Alternative Careers in Education (PACE).
City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.
Pub Date 76
Note—11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Opportunities, Career Planning, Curriculum Design, *Educational Alternatives, Human Services, *Liberal Arts Majors, *Program Descriptions, *Social Services, Teacher Education

The overall objective of the Program for Alternative Careers in Education (PACE) is to develop an alternative model of teacher preparation that prepares individuals to function as educators in the widest possible variety of educational institutions including public and private human service institutions, social welfare agencies, communication agencies, the arts, and alternative public and private schools. The core of the program is a student-designed learning contract, developed in consultation with faculty advisors, which includes provision for an ongoing supervised internship in alternative educational and human service agencies. Students have available learning resources consisting of seminars, on-the-job internships, workshop training sessions with faculty, seminars offcampus in the local communities of the city and metropolitan region, and independent study. (JD)

ED 157 879 SP 012 878
Project Train: Teacher Corps Cycle X.
Hartford Public Schools, Conn.; Hartford Univ., West Hartford, Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date 76
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adult Education Programs, *Biracial Elementary Schools, Ethnic Groups, Inner City, Inservice Teacher Education, *Low Income Groups, *Parent Teacher Cooperation, Program Content, *Program Descriptions, School Community Relationship

Project TRAIN (Training and Reinforcement to Answer Individual Needs) is an inservice training program collaboratively conducted by the University of Hartford and the Hartford Public School System. The project serves a large innercity elementary school populated principally by low income Spanish speaking and black students. The immediate objective of the project is to train/retrain urban teachers, interns, and paraprofessionals to more effectively meet the individual needs of multiethnic pupils and parents of low income families. An important component of the program is parental involvement and adult education courses provided by the participating school and university personnel. (JD)

ED 157 880 SP 012 919
Physical Fitness and Health. Annual Report 1977.
Michigan State Dept. of Public Health, Lansing.
Pub Date Dec 77
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annual Reports, Exercise (Physiology), Government Role, *Health Education, *Health Programs, Human Body, *Physical Fitness, *Public Health

This annual report from the Michigan Council on Physical Fitness and Health describes a project initiated by the Council in 1977. "Project Fitness" serves to evaluate the physical fitness levels of all students in the public schools from grades kindergarten through twelve. Emphasis is placed upon early education of children in the importance of physical exercise as a part of overall health care. A cardiovascular health program for youth is endorsed by the Council. The information dissemination activities of the Council are listed as well as the advisory roles assumed. Future plans are outlined. (JD)

ED 157 881 SP 012 924
Landers, Daniel M. And Others
Social Facilitation During the Initial Stage of Motor Learning: A Re-examination of Martens' Audience Study. Revised.
Pub Date 78
Note—37p.
Available from—Journal Publishing Affiliates, 727 De La Guerra Plaza, Santa Barbara, CA 93101 ($4.50)
Journal Cit—Journal of Motor Behavior, v10 n4
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Arousal Patterns, *Motor Reactions, *Perceptual Motor Coordination, *Performance Factors, Reactive Behavior, *Stimulus Behavior
Identifiers—Martens (R)

R. Martens' hypothesis that an audience acts as a stimulus to elicit arousal or drive in the performance of an individual, which in turn enhances the emission of the dominant habit, is reexamined. Where incorrect responses are dominant, learning of a novel task will be inhibited, or at least improvement will not be as rapid as for individuals performing alone. Uncomplicated motor learning tasks were used, in a partial replication of Marten's procedures, to examine the effect of the following four conditions: audience present/videotape present; audience present/videotape absent; audience absent/videotape present; and audience absent/videotape absent. Results indicated that in the initial stages of motor learning subjects performing before an audience were more variable in their performance than subjects performing without an audience. Subjects reported the presence of an audience provided greater arousal, and in some cases this arousal was shown to be positively correlated to their performance scores. Overall, the findings indicated that audience effects account for only a small portion of variance in motor behavior. (JD)

ED 157 882 SP 012 927
Focus on Educational Success. Abstracts of Exemplary Programs.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Contract—77-9-38
Note—195p.; Not available in paper copy as parts of the document are marginally legible
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Bilingual Education, Career Education, Early Childhood Education, *Educational Alternatives, *Educational Improvement, Environmental Education, Language Arts, Mathematics, Migrant Education, Physical Education, *Program Descriptions, *Program Guides, Special Education

This booklet contains abstracts describing successful educational programs initiated and implemented by school systems. Each abstract follows a similar format offering concise information, a description of the project, the target audience, financial requirements, materials used, services available, an evaluation of the program, and the name and address of the person to contact for further information. (JD)

ED 157 883 SP 012 929
Health Education Program for Idaho Public Schools, Grades K-3.
Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.
Pub Date May 77
Note—424p.; For related document, see SP 012 930; Not available in hard copy due to marginal reproducibility of original; Contains various colored paper
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Curriculum Guides, Dental Health, Disease Control, Drug Abuse, Environmental

Education, *Health Education, Individualized Instruction, *Mental Health, Nutrition, *Personal Growth, Physical Fitness, *Physical Health, Physiology, *Primary Education, Self Actualization, Self Concept

This guide has been developed to provide schools with a comprehensive health education program for grades kindergarten through three. It is divided into eight major units: (1) self concept and emotional health; (2) drug abuse; (3) diseases and disorders; (4) environmental health; (5) growth and development; (6) nutrition; (7) dental health; and (8) safety and first aid. Each unit includes the competency expected to be learned, the major understandings and concepts within the competency, and sample learning experiences. Stories emphasizing human relations and quiz games are appended. (JD)

ED 157 884 SP 012 930

Health Education Program for Idaho Public Schools, Grades 4-6.

Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.

Pub Date May 77

Note—519p.; For related document, see SP 012 929; Not available in hard copy due to marginal reproducibility of orginal; contains various colored paper

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum Guides, Dental Health, Disease Control, Drug Abuse, *Elementary Education, Environmental Education, *Health Education, Individualized Instruction, *Mental Health, Nutrition, *Personal Growth, Physical Fitness, *Physical Health, Physiology, Self Actualization, Self Concept

This guide has been developed to provide schools with a comprehensive health education program for grades four through six. It is divided into eight major units: (1) self concept and emotional health; (2) drug abuse; (3) diseases and disorders; (4) environmental health; (5) growth and development; (6) nutrition; (7) dental health; and (8) safety and first aid. Each unit includes the competency expected to be learned, the major understandings and concepts within the competency, and sample learning experiences. Stories emphasizing human relations and quiz games are appended. (JD)

ED 157 885 SP 012 943

Clarke, H. Harrison Clarke, David H.

Developmental and Adapted Physical Education. Second Edition.

Pub Date 78

Note—466p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 ($12.95)

Document Not Available from EDRS.

Descriptors—*Adapted Physical Education, Body Weight, *Developmental Disabilities, *Health Programs, Mental Health, Muscular Strength, Physical Activities, Physical Fitness, Physical Handicaps, *Physically Handicapped

This book concentrates on activities to meet the needs of children and adults who are deficient in basic physical fitness components, who are handicapped in some respect: posture faults, poor flexibility, weight problems, or other inadequacies which interfere with their effective participation in physical education activities. It stresses procedures for developing muscular strength and circulatory-respiratory endurance. Evaluation methods and application of research findings are offered. Chapters are included that explain orthopedic, neurological, medical, sensory, surgical, and mental and psychological disorders and disabilities showing how to deal with them. (Author)

ED 157 886 SP 012 944

Pickering, Dennis A.

Designing a Teacher Education Program That Works.

Pub Date 78

Note -21p.; Summary of a multimedia presentation given at the Annual Meeting, Association of Teacher Educators (58th, Las Vegas, Nevada, January 31-February 3, 1978), and at the Annual Conference, Association for Supervision and Curriculum Development (33rd, San Francisco, California, March 4-8, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Programs, Curriculum Design, *Curriculum Planning, Elementary Education, Faculty Development, Higher Education, Individualized Curriculum, *Preservice Education, *Program Descriptions, *Program Design, Teacher Education, Teaching Guides, *Teaching Models

A Pittsburg (Kansas) State University program for individualizing preservice elementary teacher preparation is described, which emphasizes learning by doing through exposure to alternative teaching strategies. Intensive preparations made by the teaching faculty are discussedd (identifying needs and goals for students, formulating program objectives, scope and sequence construction, development of teaching guides, instructional strategy alternatives and evaluation processes). The result of this curriculum planning process, a series of learning experiences called the Curriculum and Instructional Strategy Model (CISM), is presented, its organization outlined, and its effect on faculty roles and student learning opportunities investigated. Basic to the new role of faculty using the CISM model is the change from controlling all planning processes to the sharing, with students, of responsibility for developing scope and sequence charts, lesson plans, and evaluation procedures. Faculty are also expected to provide exposure to a variety of alternative teaching strategies. This faculty role change means that students become active participants in the education process. (JD)

ED 157 887 SP 012 946

Vannier, Maryhelen Gallahue, David L.

Teaching Physical Education in Elementary Schools. Sixth Edition.

Pub Date Jun 78

Note—708p.

Available from—W.B.Saunders Coimpany, West Washington Square, Philadelphia, PA 19105 ($15.95)

Document Not Available from EDRS.

Descriptors—*Adapted Physical Education, Athletic Equipment, *Elementary Education, Exceptional Child Education, Learning Processes, *Perceptual Motor Learning, *Physical Education, Physical Fitness, Preschool Education, Self Concept, *Teaching Techniques

This source book of physical education activities for children from nursery school through the sixth grade covers five major areas of concern to the educator. Part one deals with the role of physical education in child development. The second section examines how children of different ages and abilities learn, discussing the preschool child, the elementary school child, and the exceptional or handicapped child. Materials and facilities for physical education are the subject of the third section. In the fourth section, the techniques of successful teaching and evaluation of progress are discussed. The final section describes physical activities, sports, and games appropriate for children at different stages of development. Included in the appendixes are recommended films on elementary physical education, and sources for equipment and supplies. (JD)

ED 157 888 SP 012 947

Bartz, David And Others

A MultiComponent Approach to Evaluation for Teacher Improvement.

Kalamazoo Public Schools, Mich.

Pub Date Feb 78

Note—151p.; Guide presented at the Annual Convention, National Association of Secondary School Principals (62nd, Anaheim, Calif., February 10 to 15, 1978). Some portions of the document may be marginally legible

Available from—Kalamazoo Public Schools, 1220 Howard Street, Kalamazoo, Michigan 49008

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Elementary Secondary Education, *Instrumentation, Peer Evaluation, *Performance Criteria, Self Concept, *Teacher Behavior, *Teacher Evaluation, *Teacher Improvement

The purpose of this document is to serve as a resource on materials used for evaluation of teacher performance. Developed by the Kalamazoo Public Schools, it is a method for examining teacher performance in the form of the Teacher Performance Profile (TPP). The two major purposes of the TPP are to serve as a comprehensive system that provides instructional staff with relevant feedback for the improvement of their performance and professional development, and to serve as a formal evaluation of teachers by their principals. The TPP consists of the following components: (1) student ratings; (2) principal evaluations; (3) peer ratings; (4) parent ratings (elementary level); (5) self-ratings (student, principal, and peer); and (6) student achievement data. The instruments used to collect data for the various components of the TPP are presented, as well as several articles pertaining to teacher accountability and a study showing the relationships between the various components of the TPP. (JD)

ED 157 889 SP 012 950

Staszkiewicz, Mark J. Gabrys, Robert E.

A Comparison of I.H.E. Faculty, L.E.A. Faculty, and I.H.E. Student Perceptions of Select Teacher Competencies.

Pub Date Mar 78

Note—24p.; Paper presented at the Annual Conference, Eastern Educational Research Association (1st, Williamsburg, Virginia, March 8-11, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—College Faculty, Comparative Analysis, Cooperating Teachers, Education Majors, *Effective Teaching, Elementary Education, Higher Education, *Opinions, Performance Based Teacher Education, *Preservice Education, *Role Perception, Student Evaluation of Teacher Performance, Teacher Attitudes, *Teacher Characteristics, *Teaching Skills

Noting that a major problem confronting competency based teacher education (CBTE) programs was the development of mutually acceptable perceptions of teacher education among college faculty, school personnel, and prospective teachers, a cluster of competencies developed by the State University College at Oneonta (SUCO), New York, was critiqued by these three groups. Opinions about the relative importance of the twenty-five generic competencies used in the SUCO/CBTE program were collected from the faculty and students of the college and from the faculty in the surrounding schools. A factor analysis was made on the responses to identify categories of competencies which could be defined as generic teacher roles. This analysis resulted in four clusters or teacher roles as measured by the twenty-five original competencies: (1) teacher as a strategist; (2) teacher as a person; (3) teacher as an assessor; and (4) teacher as a professional. An analysis of the results of the questionnaire indicated that preservice teacher education students tend to rate the importance of the role of the teacher as person higher than did the faculty from both the college and the participating schools. A second finding suggested that the students rate the importance of teacher as a professional higher than the school faculty but not higher than the college faculty. The findings from this study are discussed, and a copy of the questionnaire is appended. (JD)

ED 157 890 SP 012 952

Sex Equity in Illinois Schools. Problems, Research and Remedies.

Illinois State Office of Education, Springfield.

Pub Date 77

Note—191p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Behavior Patterns, Change Agents, *Discriminatory Attitudes (Social), Elementary Education, Peer Evaluation, Role Perception, *School Role, Self Concept, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Influences, *Teacher Influence

The psychological, economic, and educational effects of sex stereotyping of children are the subjects of this resource book addressed, primarily, to teachers in elementary schools. Research has pointed out the fact that children of both sexes view maleness as more valued than femaleness. Some chapters in this book stress the importance of equal access, equal opportunity, and equal treatment for all school children. Other chapters focus on differences between the educational performance of boys and girls, emphasizing the fact that these differences are not physiological or psychological in nature but rather the result of cultural expectations. Specific suggestions for teachers on the ways these cultural factors may be tempered are discussed. (JD)

ED 157 891 SP 012 956
Gabrys, Robert E.
The Influence of a Training Intervention for Business-Like Behavior on the Business-Like Behavior and Level of Warmth of Preservice Elementary Teachers.
Pub Date Jan 78
Note—37p.; Paper presented at the Annual Meeting, Association of Teacher Educators (58th, Las Vegas, Nevada, January 31-February 3, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Achievement, *Behavior Change, Effective Teaching, Higher Education, Human Relations, *Interpersonal Relationship, *Preservice Education, Student Teacher Relationship, *Teacher Behavior, Teacher Improvement, *Teaching Styles

The purpose of this study was to ascertain if preservice elementary teachers could exhibit an increase in businesslike behavior in their classroom interactions with pupils without negatively affecting teacher warmth, after undergoing a training intervention focused specifically on businesslike behavior. Previous studies indicated a positive correlation between such behavior and student achievement. It was hypothesized that businesslike teacher behavior would not result in a decrease in the level of teacher warmth, and could possibly produce an increase. The subjects of this study participated in a training program planned to develop four behaviors: (1) seriousness; (2) deliberateness; (3) goal orientedness; and (4) organization. Following this program, the participants were observed to determine what effect such training had upon their personal characteristics of warmth and friendly interaction with students. The data demonstrated that it is possible to train preservice teachers to increase their observable level of businesslike teaching behavior, and that an increase in this behavior has no observable adverse effect on the level of teacher warmth. (JD)

ED 157 892 SP 012 964
Redwine, Judith A. Dubick, Robert A.
Teachers' Perceptions of Instructional Leadership and Teacher Evaluation Processes.
Pub Date 78
Note—75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Role, Educational Research, *Elementary School Teachers, *Leadership Qualities, Leadership Responsibility, Opinions, *Principals, *Secondary School Teachers, *Teacher Administrator Relationship, *Teacher Attitudes, Teacher Characteristics, Teacher Evaluation, Teacher Improvement

The role of the principal as instructional leader, the teacher evaluation process, and their interrelationship were the foci of this study, designed to assess how practicing teachers feel about these phenomena; i.e., how they perceive them and what are their expectations. Background information for further development and field testing of theories and models related to these issues are provided. In particular, information related to the problem solving approach to teacher evaluation was sought. The specific objectives of this study were to assess practicing teachers': (1) perceptions of present principals as instructional leaders; (2) expectations for principals as instructional leaders; (3) perceptions of the teacher evaluation process; (4) expectations for the teacher evaluation process; (5) readiness for the problem solving approach to teacher evaluation; and (6) differences in perceptions, expectations, and readiness by sex, sex match with principal, sex of principal, type of teacher, size of school, type of school, tenure status, and locus of control. Forty seven hypotheses were used for this study and 247 employed teachers responded to the questionnaire. Results of the first five stated objectives of the study are presented in narrative discussion and statistics obtained from the sixth objective are presented in tabular form. Samples of the procedures used are appended. (Authors/JD)

ED 157 893 SP 012 966
Ng, David And Others
Canadian Catalogue of Leisure Research Completed in 1976 and 1977.
Ontario Research Council on Leisure, Toronto.
Spons Agency—Ontario Ministry of Culture and Recreation, Toronto.
Pub Date 78
Note—262p.
Available from—Ontario Research Council on Leisure, 77 Bloor St. West, 8th Floor, Toronto, Ontario ($6.00)
Document Not Available from EDRS.
Descriptors—*Foreign Countries, *Leisure Time, Museums, Parks, *Program Descriptions, *Recreation, Recreational Activities, Tourism, Travel
Identifiers—*Canada

This guide presents abstracts of articles and papers written on the subject of leisure activities in Canada. The availability of each document is provided at the conclusion of the abstract. (JD)

ED 157 894 SP 012 970
Brown, Leslie M., Ed.
Aims of Education.
Pub Date 70
Note—186p.
Available from—Teachers College Press, Teachers College, Columbia University, New York, N.Y., 10027 ($7.00)
Document Not Available from EDRS.
Descriptors—*Affective Objectives, Cognitive Objectives, Critical Thinking, *Educational Objectives, *Educational Philosophy, *Ethical Values, Group Relations, Individual Development, Moral Values, Personal Growth, *Social Values

This anthology provides an organized way to examine the many types of aims which have been advanced as the proper ends for educating. Essays of educational philosophers from Plato to the present day are presented. The contents are organized into four divisions. Sections one and two are concerned with the public aims of education. The third section deals with contrasting personal educational objectives. The final section, in two parts, reflects on the structure, purpose, and effectiveness of the aims and objectives observed in sections one, two and three; the theoretical viewpoints of others on the aims of education, and tentative conclusions. (JD)

ED 157 895 95 SP 013 011
UNESCO Conference on Physical Education and Sport. Report of the United States Delegation.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 76
Contract—P00760362
Note—63p.; Report of First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth (Paris, France, April 5-10, 1976)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Athletics, *Conference Reports, *Government Role, *International Organizations, Lifetime Sports, Physical Activities, *Physical Education, Physical Fitness, Quality of Life

The Conference was requested to study the following topics: (1) the present situation of physical education and sport in the education of youth; (2) the role to be played by physical education and sport in the education of youth in the perspective of lifelong education; (3) the strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport; and (4) international cooperation for the promotion of physical education and sport. Appended to this report are the agenda and listing of member states and organizations, a summary report on physical education and sport in the United States, and addresses given at the conference. (JD)

TM

ED 157 896 TM 006 413
Wahlstrom, Merlin W. And Others
Measuring Achievement at the Primary and Junior Levels: An Analytical Review of Test Instruments Used in Evaluating Pupil Achievement and of Communicating Results to Parents.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date 77
Note—488p.; For related document, see TM 007 904
Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, M5S 1V6 (MF $2.00, HC $5.00)
Document Not Available from EDRS.
Descriptors—*Achievement Tests, Basic Skills, Board of Education Policy, *Case Studies, Criterion Referenced Tests, Educational Objectives, Elementary Education, Evaluation Methods, Foreign Countries, Interviews, *Item Analysis, Norm Referenced Tests, Parent Reaction, Program Costs, *Program Descriptions, School Districts, School Readiness Tests, Standardized Tests, State School District Relationship, *Testing Programs, Test Interpretation, Test Results, *Test Reviews
Identifiers—Canada, *Ontario

Evaluation instruments and current practices used in measuring achievement in Ontario, Canada elementary schools were examined. An analytical review of currently available achievement measures was made in relation to the objectives of "The Formative Years", a circular issued on the Ontario Minestry on Education. Results of item analyses indicated that all available achievement measures focus strongly on the basic skills objectives of reading, writing, and arithmetic. These findings hold for comprehensive and specific domain measures as well as for most locally-prepared measures. An in-depth examination of the evaluation practices of nine selected school boards revealed that most programs had been instituted as a result of external accountability pressures. The usual first step involved use of norm referenced measures which provided data to meet these needs. Some boards felt, however, that these measures did not meet certain goals regarding relevance to local curriculum and provision of individual prescriptive-diagnostic data, and so began to develop locally-based instruments. A variety of commercial and locally-prepared tests were used in most of the boards studied. Results are used for a great variety of purposes at all levels of a system, but are not communicated directly to parents in any board studied. (Author/BW)

ED 157 897 TM 006 513
Denton, Jon J. Crowley, Lee B.
The Relation Between Unit Test and Retention Test Performances: A Case for the Personalized System of Instruction Approach to Grading.
Pub Date [76]
Note—15p.; Page 14 may be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, Correlation, Course Objectives, Criterion Referenced Tests, Grading, Higher Education, *Individualized Instruction, *Mastery Learning, *Mastery Tests, *Retention, *Testing, *Units of Study
Identifiers—*Final Examinations

To determine the correlation between unit test performance and retention on final examinations, scores of 68 secondary level teaching candidates enrolled in a general methods course were studied. Unit tests were administered frequently to determine student achievement of the 38 course objectives. Two retests per student were allowed, with retesting focusing only on those objectives not achieved. The 83-item final examination was categorized with respect to the 10 instructional units in the course. Results indicated a correlation of .406 between unit test performance (expressed as objectives achieved) and retention scores. Correlation coefficients between unit objectives achieved (both total number and number achieved on the initial attempt) and the retention test subscore for that unit were also positive. In conclusion, empirical evidence supported the assignment of grade credit on the basis of attainment of objectives during instruction; however,the final examination should also contribute to the course grade. Such grading policy favors the Personalized System of Instruction. The correlation values are not so great as to encourage the Mastery Learning approach which suggests that grades can be assigned entirely by final exam performance. (CP)

ED 157 898 TM 006 658
Jamison, Dean T.
Notes on Topics in the Economics of Education. Research Memorandum.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RM-76-1
Pub Date Apr 76
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cost Effectiveness, Definitions, Educational Accountability, Educational Assessment, *Educational Economics, Educational Trends, *Efficiency, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Instructional Systems, *Productivity, Teaching Methods

The assertion that productivity is declining in education, economists' work on educational production functions, and definitions of efficiency and productivity are discussed in three reports on the economics of education. The measurement and aggregation problems in the determination of productivity changes in education are explained, and three productivity studies are described. Productivity declines are attributed to the lack of incentive for efficiency improvement in public schools, and the fact that education is intrinsically high in labor intensity but low in capital. A report on the literature on educational production functions describes micro-level functions as the learning of relatively simple items, meso-level functions as simple regressions involving student achievement test scores and background variables, and macro-level functions as simulation models which project the number of enrollees, graduates, and dropouts as a function of budget levels, dropout rates, and repetition rates. Relevant articles listed for each level of production, and research directions based on level boundaries are described. In an evaluation of the efficiency and productivity of educational systems, production possibilities, economic efficiency, technical efficiency, and efficiency in the absence of output prices are defined. Cost-benefit and cost-effectiveness analyses are described as a means for determining how gain and optimal levels of inputs and outputs vary with price. (Author/JAC)

ED 157 899 TM 006 660

Wells, Stuart And Others

The Impact of Varying Levels of Computer-Assisted Instruction on the Academic Performance of Disadvantaged Students. Research Bulletin.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-74-20

Pub Date Jun 74

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Black Students, Compensatory Education, *Computer Assisted Instruction, *Disadvantaged Youth, *Elementary School Mathematics, Grade 5, Grade 6, Intermediate Grades, Mathematics Instruction, Predictor Variables, *Program Effectiveness, *Program Length, Statistical Analysis, Student Characteristics, Tables (Data), Teacher Characteristics

The effects of varying amounts of computer assisted instruction (CAI) in mathematics, on the academic performance of 446 fifth and sixth graders scoring below norm on the California Test of Basic Skills (CTBS) were investigated. Independent variables were: (1) beginning-of-year CTBS mathematics pretest score; (2) teacher's verbal ability; (3) years of teacher experience; (4) teacher degree level; (5) student self-expectation; (6) number of CAI sessions that a student had in the year; and (7) intelligence test score. By regression analysis, end-of-year CTBS posttest scores were compared with these independent variables using linear, Cobb-Douglas (homogeneous and nonhomogeneous), and transcendental logarithmic model specifications of student achievement. CAI had a significant and positive impact on achievement in most cases. Typically, 100 5-10 minute CAI sessions--given daily to weekly--can, during the course of a school year, raise a disadvantaged student's grade placement in mathematics by perhaps .3 years over what the achievement gain would have been otherwise. Furthermore, at the present cost of $25 to $75 per student for provision of 100 sessions per year, CAI is substantially less expensive than most alternatives for compensatory education. Advantages and limitations of the Cobb-Douglas and transcendental-logarithmic specifications are also discussed. (Author/CP)

ED 157 900 95 TM 006 669

Young, Kan-Hua Jamison, Dean T.

The Economic Benefits of Schooling and Reading Competence.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ETS-RB-75-19

Pub Date May 75

Contract—OEC-9-70-4791-508

Note—84p.; Paper presented at the Economics of Education Seminar (London, England, January, 1974) and the Colloquium on Mathematical Methods in the Social Sciences (Bucharest, Rumania, May, 1974)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Academic Achievement, Adult Characteristics, *Adult Literacy, *Compensatory Education Programs, *Educational Benefits, Educational Economics, *Educational Experience, Employment, *Income, Labor Market, Mathematical Models, National Surveys, Predictor Variables, Racial Differences, *Reading Ability, Reading Programs, Sex Differences, Statistical Data, Statistical Studies

Identifiers—National Reading Survey

To calculate the economic benefits of schooling and compensatory education, a statistical model estimated the effects of schooling and literacy on earnings and employment. The literacy measure was obtained for a probable sample of the U.S. population in 1972, from the National Reading Survey. The measure was administered with a background demographic questionnaire to 2,308 individuals, age 25 to 60, who reported some earnings in 1972. Variables examined were: 1972 earnings, wage rate, work hours, years of schooling, reading score, potential work experience, other income, father's education, mother's education, age, race, sex, and employment status. Three models were used: simple earnings function, labor market, and educational achievement. Methodologically, both recursive and simultaneous models were examined in both the labor market and the educational achievement analysis. In terms of increased annual earnings, estimated benefits of a hypothetical compulsory education for a representative individual are the highest for white males ($3,810) and the lowest for white females ($1,370). Corresponding benefits for black males and females are $2,580 and $1,940. Estimated benefits of a low target compensatory reading program for a representative individual are $323 and $273 for white males and black males, only $12 for white females, and negative for black females. (CP)

ED 157 901 TM 007 082

Hole, F. Marvin Cole, Lauretta

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Final Report. Health Occupations, Monograph Number 3.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Bureau No—412-14-8977

Pub Date Jul 77

Note—103p.; Vocational-Technical Education Research Report V 15 N 8; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrator Education, Administrator Qualifications, Course Descriptions, Educational Interest, *Educational Needs, *Health Occupations Education, Health Personnel, Inservice Teacher Education, *Performance Based Teacher Education, Post Secondary Education, Questionnaires, *State Surveys, Teacher Certification, *Teacher Educator Education, *Teacher Qualifications, Teaching Skills, Vocational Education

Identifiers—Pennsylvania

Focusing on the educational needs of health occupations education teachers and administrators, this study had three main objectives: (1) to assess needs regarding professional competencies and interests in continuing education programs; (2) to examine teacher certification criteria; and (3) to offer recommendations for teacher preparation. The specific task of the project was to survey, by questionnaire (Appendix A), personnel involved in health occupations programs at the secondary, postsecondary and adult levels in Pennsylvania. Of the 237 respondents, most were female teachers employed full-time in a postsecondary program (primarily practical nursing) in an area vocational school. A major portion of the questionnaire requested respondents to indicate the degree of competence they felt was needed as compared to the degree of competence they had acquired, in three areas: health occupations, general instruction, and leadership-management. Perceptions with regard to certification guidelines and course offerings were also requested. Based upon these responses and findings from similar studies, several recommendations were made. First, an educational program designed specifically for health occupations teachers and administrators which recognizes the competency-based equivalency of health workers in various fields should be established. Secondly, certification guidelines should consider the different needs and backgrounds of teachers. Third, inservice education should bridge the gap between competencies acquired and competencies needed. One significant outcome of this study was the development of an undergraduate and graduate course list and degree program proposal, which are appended. (Author/CP)

ED 157 902 TM 007 098

Harms, Robert A.

The Development, Validation and Application of an External Criterion Measure of Achievement Test Item Bias.

Pub Date 28 Mar 78

Note—30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March 1978); Bibliography marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Achievement Tests, *Content Analysis, *Culture Free Tests, *Evaluation Criteria, *Item Analysis, Measurement Goals, Reading Achievement, Senior High Schools, *Sex Fairness, Stereotypes, *Test Bias, Test Items

Based on John Rawls' theory of justice as fairness, a nine-item rating scale was developed to serve as a criterion in studies of test item bias. Two principles underlie the scale: (1) Within a defined usage, test items should not affect students so that they are unable to do as well as their abilities would indicate; and (2) within the domain of a defined usage for any given test item, all students should have equality of opportunity to respond. A group of 316 twelfth-grade students rated a subset of 38 items of a reading test plus five contrived (biased) items. From this group, 247 students identified four or more of the five contrived items as biased. For the reading test, 8 of the 38 items were rated as biased by 30 to 50 percent of the 247 students. Explanations are given for the ratings of these eight items. (Author/CTM)

ED 157 903 TM 007 181

Baird, Leonard L.

What Graduate and Professional School Students Think About Admissions Tests. NCME Measurement in Education. A Series of Special Reports of the National Council on Measurement in Education.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date Mar 77

Note—9p.

Available from—NCME Special Publications, 202 S. Kedzie Hall, Michigan State University, East Lansing, Michigan 48824 ($1.50 ea., 25 or more copies, $0.75 ea.)

Journal Cit—NCME; v7 n3 Spr 1977

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Admission Criteria, *College Entrance Examinations, Evaluation Criteria, Graduate Students, *Graduate Study, Higher Education, National Surveys, Predictive Validity, *Professional Education, *Standardized Tests, *Student Attitudes, Student Opinion, Test Bias, *Testing Problems, Test Validity

Following their first year of advanced study, two samples of students were polled. Study one analyzed the attitudes of 4,248 studnets toward the admission test they had taken: Graduate Record Examinations (GRE), Law School Admission Test (LSAT), Medical College Admission Test (MCAT), Admission Test for Graduate Study in Business, or the Miller Analogies Test. The relation of these attitudes to field of study was also examined. Data from a second national sample were analyzed by ethnic group--there were 2,036 whites, 87 orientals, an 128 blacks. Overall, blacks were clearly the most critical--96% believed the tests were oriented toward white middle-class culture. Surprisingly, attitudes toward tests were unrelated to graduate or undergraduate grades. Nearly all comments from both studies were critical. Students disputed test content (how well the test represented their educational experience), validity (its relation to the

real field of work) and coverage (its ability to measure success factors such as creativity, academic motivation, and interpersonal skills). Finally, students were concerned that the tests and the testing organizations have too much power. In conclusion, the role of admissions test as only one factor in predicting academic success should be emphasized; nevertheless, these criticisms should stimulate research into the meaning of professional competence. (CP)

ED 157 904 TM 007 194

Donald, Janet Gail Penney, Margaret

Instructional Analysis Kit.

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date Sep 77

Note—47p.; Not available in hard copy due to authors' restrictions

Available from—Centre for Learning and Development, McGill University, 815 Sherbrooke St. West, Montreal, P. Quebec, Canada H3A 2K6 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *College Instruction, Course Content, *Course Evaluation, Curriculum Planning, Evaluation Criteria, Higher Education, Instructional Materials, *Rating Scales, *Self Evaluation, *Student Evaluation of Teacher Performance, Teacher Evaluation, Teaching Procedures, *Teaching Quality

Based on a list of 22 elements of the instructional process in five general categories, this kit includes a self evaluation form, a parallel form for the student evaluation of the teacher, a classified and annotated list of reference source materials for self improvement, and brief discussions of why and how to use the kit. The five categories are: course planning (learning system); course content (curriculum); instructional procedures; learning materials (texts, readings, modules, assignments, etc.); and evaluation of learning. Although this kit is designed for college teachers, it could also be used effectively at other educational levels. (CTM)

ED 157 905 TM 007 202

Willens, Howard P. And Others

Brief Amicus Curiae for Educational Testing Service. United States of America, Plaintiff, and South Carolina Education Association, et al., Plaintiff-Intervenors, v. State of South Carolina, et al., Defendants. In the United States District Court for the District of South Carolina, Columbia Division.

Pub Date Jul 76

Note—185p.; For related document, see TM 007 203

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Constitutional Law, *Court Litigation, Cutting Scores, Effective Teaching, Higher Education, Item Analysis, *Occupational Tests, State Standards, *Teacher Certification, *Teacher Evaluation, Teacher Qualifications, Test Bias, Test Interpretation, Test Reviews, *Test Validity

Identifiers—Educational Testing Service, *National Teacher Examinations, South Carolina, South Carolina Education Association, *USA So Carolina Education Assoc v So Carolina

This amicus curiae was filed by the Educational Testing Service (ETS) in the case of the United States of America and South Carolina Education Association v. South Carolina, which involved the validity of South Carolina's use of the National Teacher Examinations (NTE). The NTE, a battery of achievement tests designed to measure the academic preparation of students completing a teacher education program, is produced and administered by ETS. The issues before the court involved the current use of the NTE in South Carolina based upon ETS's study of valid uses of the NTE; the cutting score previously used for certification of prospective teachers in South Carolina; and the use of the NTE for classifying and compensating experienced teachers. Section I of the brief describes the ETS validity study and the action taken by the State Board of Education in reliance upon the study. Section II proposes that the study provides a rational basis for certification decisions and that the State's action in reliance on the study meets the applicable constitutional and statutory standards. Section III evaluates technical criticisms of the study, and concludes that its design and execution both represent informed professional judgment by ETS personnel. The brief, in conclusion, recommends that the court decline to grant injunctive relief; or, if granted, to permit implementation of the certification system adopted by the state in June 1976. (Author/JAC)

ED 157 906 TM 007 203

Willens, Howard P. And Others

Brief Amicus Curiae for Educational Testing Service. United States of America, Plaintiff, and North Carolina Association of Educators, et al., Plaintiff-Intervenors, v. State of North Carolina, et al., Defendants. In the United States District Court for the Eastern District of North Carolina, Raleigh Division.

Pub Date May 75

Note—74p.; For related document, see TM 007 202

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Beginning Teachers, Constitutional Law, *Court Litigation, Cutting Scores, Effective Teaching, Higher Education, Item Analysis, *Occupational Tests, State Standards, *Teacher Certification, *Teacher Evaluation, Teacher Qualifications, Teaching Experience, Test Bias, Test Construction, Test Interpretation, Test Reviews, *Test Validity

Identifiers—Educational Testing Service, *National Teacher Examinations, North Carolina, North Carolina Association of Educators, USA and No Carolina Assoc Educators v No Carolina

This amicus curiae was filed by the Educational Testing Service (ETS) in the case of the United States of America and North Carolina Association of Educators v. North Carolina, which involved the validity of North Carolina's use of the National Teacher Examinations (NTE). The NTE, a battery of achievement tests designed to measure the academic preparation of students completing a teacher preparation program, is produced and administered by ETS. The issues before the court involved North Carolina's use of a cut-off score of 950 on the NTE to determine salary, retention, and tenure of teachers with substantial in-service experience, and to determine the certification of prospective teachers with no experience. It was charged that the NTE is biased against minority candidates, and the test's validity is limited. This brief argues that the NTE is carefully prepared to assess the academic preparation of prospective beginning teachers; that there are limited issues presented by the plaintiffs which should be decided; and that the ancillary issues raised by the plaintiffs concerning bias and validity of the NTE need not be decided by the court. The brief suggests that the court grant relief eliminating both the non-standard rating for experienced teachers and the cutting score of 950 for prospective teachers. (Author/JAC)

ED 157 907 TM 007 208

Coan, Donald L.

Effects of an Interpersonal Skills Curriculum on Orientations Toward Behavior Among Fourth Grade Children.

Pub Date Mar 78

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affective Behavior, Affective Tests, *Curriculum Evaluation, *Emotional Development, *Emotional Response, Empathy, Humanistic Education, Intermediate Grades, *Interpersonal Competence, Interpersonal Relationship, Interviews, Overt Response, *Perspective Taking, *Self Expression, Sex Differences, Situational Tests

Identifiers—Headsmart Adventures, Whats Happening Test, What Would You Do Test

Headsmart Adventures is an interpersonal skills curriculum designed for nine to eleven-year old children which was the subject of a quasi-experimental study in seven Philadelphia area schools. The evaluation was based on results of a structured interview and two affective tests specially designed to measure the goals of the program. The purpose of the course was to teach concepts and skills that would enable children to be more effective in their interpersonal relationships, to understand and express emotions and to be aware of emotions in others. The study indicated that experimental classes had higher test scores than did control classes from the same seven schools. Another finding was that girls had higher scores than did boys. There is a discussion of social learning theory and role models as they might affect sex differences. Copies of the interview schedule and the two tests are included. What Would You Do? includes 18 multiple choice questions concerning what the student would do in particular situations. What's Happening? asks questions about the emotions displayed in eight different sets of cartoons. (CTM)

ED 157 908 TM 007 210

Evans, Charles L.

Elementary Magnet/Vanguard Plan Evaluation. 1976-77, Year II.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date Oct 77

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Academically Gifted, Achievement Tests, *Advanced Programs, Anglo Americans, Black Achievement, Comparative Analysis, *Enrichment Programs, *Experimental Schools, *Free Choice Transfer Programs, High Achievers, Intermediate Grades, Mexican Americans, Program Evaluation, Student Placement, Voluntary Integration

Identifiers—Iowa Tests of Basic Skills, *Magnet Schools

Fort Worth Independent School District (FWISD) students scoring at the 77%ile and above were exposed to three different treatments: (1) a Magnet Plan involving the reassignment of students and teachers to special schools; (2) a Vanguard Plan for students and teachers within a school; and (3) unspecified instructional enrichment provided in neighborhood schools. After two years, a comparison of standardized test scores revealed no significant differences in achievement of fifth grade students in the Magnet Plan and students in the Vanguard Plan or in neighborhood schools. However, fourth grade students in the Magnet Plan for one year did achieve significantly more than their counterparts in the other two treatments in vocabulary, language, and mathematics. It was found that students in all three treatments tended to maintain their high achievement, while fourth grade minority students improved their overall performance relative to the national norm group. FWISD students involved in these programs maintained their achievement better than comparable students in these grades just prior to the implementation of the Magnet/Vanguard Plan. (Author/CTM)

ED 157 909 TM 007 213

Perry, Joseph D. And Others

Kindergarten Competencies as Predictors of Third Grade Achievement-Related Behaviors and Academic Achievement.

Pub Date [Mar 78]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, Adjustment (to Environment), Arithmetic, Behavior Rating Scales, Classroom Observation Techniques, *Intelligence Quotient, Intelligence Tests, Interpersonal Competence, Longitudinal Studies, *Predictive Ability (Testing), Predictor Variables, *Primary Education, Reading, Spelling

Identifiers—Schedule for Classroom Activity Norm, Social Competence Scale, Stanford Binet Intelligence Scale, Wide Range Achievement Test

Two samples of 50 kindergarten children each were tested for IQ, reading and arithmetic achievement, and rated by teachers for social and academic competence. The children were tested again in third grade for reading, spelling, and arithmetic achievement, and rated for classroom coping behaviors. In addition, one kindergarten sample was rated for interest and participation versus apathy and withdrawal, and rated for cooperation and compliance versus anger and defiance. All of the kindergarten tests and ratings had significant positive correlations with the third grade achievement test scores and almost all had significant negative correlations with the "dependency" score in the third grade Schedule

for Classroom Activity Norms (SCAN). The kindergarten rating for interest and participation, however, had the highest correlation of any of the predictors for third grade achievement test scores. Also, although IQ (Stanford-Binet) was the next best predictor of third grade arithmetic achivement, it did not predict reading or spelling as well as the kindergarten measures of social and academic competencies. Peer acceptance was the best single predictor of dependency behavior, with IQ adding to this prediction. (CTM)

ED 157 910 TM 007 214
Wagner, Michael Rohwer, William D., Jr.
Premise and Inference Memory as a Function of Age and Context.
Pub Date [Mar 78]
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Age Differences, *Cloze Procedure, Concept Formation, *Context Clues, Elementary Secondary Education, Grade 5, Grade 11, Learning Theories, *Logical Thinking, *Memory, Performance Factors, *Recognition, Semantics

A sentence completion task was used to investigate age differences in childrens' ability or inclination to invoke premises and inferences during prose processing, tasks which (according to the constructive hypothesis) adults typically perform. A pilot study confirmed that the sentence completion task was preferable to the recognition paradigm, because the latter does not differentiate between subjects who remember premises, inferences, or integrated representations of an array. Participants, 112 subjects each from grades five and eight, were tested for premise and inference memory. The study design varied the following between-subject factors: (1) information (premise, inference)--to independently assess retention; (2) grade (fifth, eighth)--to verify age differences; (3) conditions--to vary degree of contextual support for inference making; and (4) test lists (eight lists)--for counterbalancing. On inference, as expected, eleventh graders scored higher than fifth graders. This pattern of performance was not altered with the addition of context. No age differences were evident for the premise task; both age groups were highly proficient. Contrary to the constructive hypothesis, the benefits of supplying context were not limited to the younger group. Furthermore, neither age group performed above chance expectations on inferences in the standard condition. (Author/CP)

ED 157 911 TM 007 220
Gephart, William J. And Others
Evaluation in the Affective Domain. NSPER: 76.
Phi Delta Kappa, Bloomington, Ind.
Pub Date 76
Note—191p.; Papers presented at the National Symposium for Professors of Educational Research (Memphis, Tennessee; Baltimore, Maryland; and Phoenix, Arizona, 1976)
Available from—Phi Delta Kappa, Center on Evaluation, Development, and Research, Eighth Street and Union Avenue, Box 789, Bloomington, Indiana 47401 ($3.50)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Affective Objectives, *Affective Tests, Attitude Tests, Classroom Environment, Evaluation Methods, *Humanistic Education, Learning Motivation, *Measurement Techniques, Physiology, School Environment, *Self Concept, *Student Attitudes, Theories

The National Symposium for Professors of Educational Research for 1976 focused on two topics: the nature of affect, and principles and guidelines for measuring individual affect and learning environment. This document contains five major papers presented at the conference. The first paper contrasted the physiological and emotional concept of affect as a feeling-state of unusual intensity, with the educational concept of affect as the link between cognition and behavior, emphasizing the perceptual aspects of affect and self concept, self esteem, and the learning climate in the schools. The second paper discussed affect from a biochemical perspective. The third paper emphasized the relation between individual affect and dimensions of educational environments, and described a number of instruments for evaluating school or class climate and studies relating them to achievement test scores. The fourth paper described a self-concept theory of motivation and learning with emphasis on feelings of personal worth, ability to cope, ability to express, and ability to make choices. The last paper discussed evaluation as measurement, decision making, and judgment; described the affective domain as psysiological and psycho-social including values, emotions, and perceptions; and commended the acceptance of an affective epistemology. (CTM)

ED 157 912 TM 007 221
Kishi, Akemi
Task Inventory Construction. Evaluation of the Marine Corps Task Analysis Program. Technical Report No. 14.
California State Univ. Foundation, Los Angeles.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date Jun 76
Contract—N00014-74A-0436-001
Note—146p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Attitudes, Item Analysis, Job Analysis, *Military Personnel, Post Secondary Education, Program Evaluation, *Questionnaires, *Readability, Readability Formulas, Reading Ability, Reading Level, *Task Analysis, *Test Construction
Identifiers—*Marine Corps, *Test Length

To aid in the construction of effective task analysis inventories, this technical report discusses: (1) an optimum questionnaire length that adequately covers Marine tasks without unduly fatiguing respondents; (2) procedures for the phrasing of task statements to avoid ambiguities and be understandable to as broad a range of Marines as is possible; and (3) recommendations for inventory design and format. It is recommended that the Office of Manpower Utilization experiment with a "mini-booklet" that would substantially reduce the number of items, since some Marine Corps inventories have contained as many as 1,000 items. An experimental design is given for dividing a lengthy task inventory into a series of shorter inventories. There is an overlap of task statements in each small questionnaire booklet to provide adequate samples of responses to each item. Major attention is given to the wording of task statements and inventory instructions. Data are presented from the application of six readability formulas to nine task inventories. Reading comprehension levels of Marines at three bases are described and are compared with the comprehension levels required to understand task statements and instructions in the inventories. Guidelines for simplified wording of task inventory items and methods for measuring readability are outlined. A single booklet containing both test statements and answers is presented to replace the traditional two-booklet format. Also discussed are studies of the effects of anonymus versus identified responses to task inventories. The Appendix includes the Dale list of 3,000 most familiar words and an activity verb list. (Author/CP)

ED 157 913 TM 007 225
Saterfiel, Thomas H.
The Relationship Between Student Achievement and Accreditation Variables Associated with the Student's School.
Pub Date [74]
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, *Accreditation (Institutions), Achievement Tests, Educational Accountability, Elementary Education, Elementary School Mathematics, *Elementary Schools, *Evaluation Criteria, Grade 5, Grade 8, *Institutional Characteristics, Public Schools, Reading Achievement, *Socioeconomic Influences

The relationships between school accreditation variables, socioeconomic status, and student achievement were investigated from standardized reading and mathematics achievement test scores in 38 eighth grade and 74 fifth grade schools. The percentage of children eating a free lunch at school was used to indicate socioeconomic background. School accreditation variables included the number of library books per student, total expenditure per student, number of teacher aides and support staff members per student, number of students per full-time teacher, average level of certification for teachers, expenditiures for instructional supplies per student, expenditures for libraries per student, level of state certification, Southern Association of Colleges and Schools accreditation, number of square feet of classroom space per student, and the average number of pupils in a grade. Canonical correlation and multiple regression analysis revealed that the socioeconomic status of students had a major impact on the variance in reading and mathematics achievement, and that traditional school accreditation practices were associated with a difference in mathematics achievement, and to a lesser degree in reading. When socioeconomic status was not considered, the accreditation variables which accounted for variance in achievement test scores were student-teacher ratio, level of teacher certification, and expenditure for library books per student. (Author/JAC)

ED 157 914 95 TM 007 228
Monaghan, Anne Coolidge
A Consideration of the Feasibility of a National Study of the Impact of Follow Through on the Public School System. Final Report.
Huron Inst., Cambridge, Mass.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Follow Through.
Pub Date Jul 76
Contract—OEC-0-74-0394
Note—65p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Attitudes, Behavior Change, Changing Attitudes, Compensatory Education Programs, Demonstration Projects, Educational Alternatives, *Educational Innovation, Evaluation Criteria, Evaluation Methods, *Feasibility Studies, Intergroup Relations, Pilot Projects, Primary Education, *Program Attitudes, *Program Development, *Program Effectiveness, *Public School Systems, Public School Teachers, School Environment, Teacher Attitudes
Identifiers—*Project Follow Through

To clarify the relationship between an educational innovation and its setting, a pilot study was conducted in three schools which housed the Follow Through Program. Personal interviews were conducted with approximately fifteen Follow Through and non-Follow Through administrators, teachers, and associates who had some contact with the program. Follow Through had some impact on its setting and vice versa; moreover, there were effects not fully attributable to either which apparently were created by a reciprocal relationship between the school system and Follow Through. The program modeled an alternative set of procedures, decisions, relationships, and values which were enacted by a staff whose beliefs, values and training were different from the regular staff. The setting had at least as much impact on Follow Through as Follow Through had on the setting because the school system defined work conditions, and because as a parent body it incorporated a smaller enterprise (Follow Through) and eventually diluted it. Results indicated that a national study can and should be conducted to define the relationship between extent and kind of site vs. innovation differences, and the impact of site and innovation on each other with emphasis on these areas: hiring qualifications, job definition, models of learning, and of decision making. The most pervasive impact of Follow Through was its catalytic function--its sheer existence encouraged revision and change, neither of which are easily generated internally. The Bank Street Check List for implementation of a model program is appended. (CP)

ED 157 915 TM 007 244
Wall, Janet
The Objective-Referenced Testing Component of the Delaware Educational Accountability System., Grade Four-Communications.
Delaware State Dept. of Public Instruction, Dover.
Pub Date Mar 78
Note—46p.
Available from—Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, Delaware 19901 (MF only)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Criterion Referenced Tests, Educational Accountability, *Educational Assessment, *Educational Objectives, Evaluation Methods, Grade 4, Intermediate Grades, Item Analysis, *Language Arts, Needs Assessment, *Reading, *State Programs, State Surveys, Student Testing, *Testing Programs, Test Results

Identifiers—*Delaware

In September 1977 a reading and language arts test, based upon 40 objectives slated for student accomplishment by the end of grade four, was administered to all Delaware fourth graders. This test, the Objective-Referenced Measure in Communications, was intended to provide entry level diagnostic information to classroom teachers and to inform administrators about the status of schools and districts on curriculum objectives. To justify, describe, and explain the test, separate manuals for curriculum analysis and instructional planning were developed and provided. Leadership services and products were offered in support of program improvement to encourage use of test results. Services included technical field assistance, information retrieval, state facilitators, and mini-grant programs. Products included a Textbook to Objective Correlation, Communications Activity Packs, and an Item Bank. The 160 items in the test were grouped into eight categories: study skills, literature, writing, listening, word recognition, reading-literal comprehension, reading-interpretive comprehension, and reading-critical comprehension. Percentage of students answering items correctly within each category ranged from 78% for reading-interpretive comprehensive, to 64% for reading-critical comprehension. Results were analyzed by classroom, objective, category, total test, and item response by objective. The Delaware Educational Accountability System provided a framework for this testing program. (Author/CP)

ED 157 916 TM 007 250

Elementary Assessment Handbook; a self-assessment handbook for compliance with the laws relating to elementary school boards of trustees and the state board of education policies for the general operation of a school district.

Arizona State Dept. of Education, Phoenix.

Pub Date Dec 77

Note—222p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Board of Education Policy, *Check Lists, Educational Practice, Elementary Education, Elementary Schools, Evaluation Criteria, Guidelines, Legal Responsibility, *School Districts, School Policy, *Self Evaluation, State Boards of Education, State Departments of Education, *State Legislation, State School District Relationship

Identifiers—*Arizona, *Compliance

As an alternative to assessments conducted by the State Department of Education, Arizona school districts can use this handbook for self evaluation of their compliance with school law, which is basically controlled by Arizona Revised Statute (ARS) Title 15 and State Board of Education policy. This handbook is divided into seven parts which correspond to major areas in which local districts may measure compliance with both the mandatory and permissive provisions of ARS and State Board policy. The seven sections cover governance of school boards; personnel policy regarding elementary school teachers; student evaluation and textbooks; finances; attendance; curriculum; and student records. Subparts are actually statements of the law reworded as questions to which school districts respond by checking yes, no, or not applicable. The answer format separates mandatory and permissive questions. A space for comments and suggestions is provided after each response. A School Summary report is provided for tallying responses and determining overall level of compliance. (CP)

ED 157 917 95 TM 007 251

Geiser, Kenneth R.

A Feasibility Assessment of the Study of Follow Through Parent and Teacher Effects. Final Report.

Huron Inst., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—OEC-0-74-0394

Note—125p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Classroom Observation Techniques, Compensatory Education Programs, Early Childhood Education, Evaluation Criteria, *Evaluation Methods, *Feasibility Studies, *Field Studies, *Parent Participation, *Parent Reaction, Parent School Relationship, Parent Teacher Cooperation, Policy Formation, *Politics, Program Development, *Program Effectiveness, Surveys, Teacher Attitudes, Teacher Participation

Identifiers—*Project Follow Through, Unobtrusive Measures

There were two major objectives to this feasibility study: to explore the range of possible effects of Project Follow Through on parents and on teachers, and to review various models of investigating the nature of these effects. Comparatively little previous research has involved effects on parents and teachers although the original legislation was designed to guarantee parent involvement; but anecdotal data suggest the effects on parents have sometimes been dramatic. Two general models are considered: the rationalized research approach, and a study of the records of political and policy-relevant behavior of parents and teachers. Research methodologies have included surveys, classroom observations, the use of unobtrusvie measures, and field studies. These approaches are considered with respect to their generalizability, comparability, validity, reliability, cost and policy relevance. Finally, the political behavior approach is discussed and recommended because it views individuals holistically, emphasizes utility and policy relevance, and appears to be cost-effective. An Appendix provides information about the results of three previous field studies. (CTM)

ED 157 918 95 TM 007 255

Weisberg, Herbert I Haney, Walt

Longitudinal Evaluation of Head Start Planned Variation and Follow Through.

Huron Inst., Cambridge, Mass.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Follow Through.

Pub Date Jun 77

Contract—OEC-0-74-0394

Note—108p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Compensatory Education Programs, *Data Analysis, Disadvantaged Youth, Elementary Education, Evaluation Methods, Followup Studies, *Longitudinal Studies, *Program Evaluation, Research Design, *Research Problems, *Statistical Bias, Statistical Data

Identifiers—*Project Follow Through, *Project Head Start

Both administratively and in terms of their evaluations, Head Start and Follow Through have been treated as separate programs. Follow Through was initially conceived, however, as an effort to preserve and augment Head Start gains. In this report, achievement test data on a set of children who participated in both Head Start and Follow Through are used to determine if Follow Through helps maintain the benefits of Head Start in the early elementary grades, and how the Head Start experience of children may have confounded efforts in the national evaluation of Follow Through to calculate program effects. Regarding the maintenance of benefits, Follow Through does maintain increased test scores on skills measured through the end of kindergarten. There are, however, no overall effects on skills measured in later grades. As for the question of measurement problems, there is probably a bias operating against Follow Through in general, and particularly in sites where the Follow Through group has a much higher proportion of Head Start children than the Non-Follow Through group. This bias is not overwhelming, but may be large enough to change the outcomes significantly for many sites. In addition, the design for data collection in Follow Through severely limits the ability to investigate how Follow Through has affected children's growth. Ignoring Head Start, and using one pre-test and one post-test forces a great burden on statistical adjustments. In retrospect, it would have been preferable to rely less on statistical manipulations of the data and more on tracing data for individual children across several time points. (Author/CP)

ED 157 919 TM 007 258

Improving Educational Achievement. Report of the National Academy of Education Committee on Testing and Basic Skills To the Assistant Secretary for Education.

National Academy of Education, Washington, D.C.

Pub Date [78]

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, *Basic Skills, Criterion Referenced Tests, Educational Accountability, Educational Assessment, *Educational Trends, Elementary Secondary Education, Federal Government, *Government Role, Norm Referenced Tests, *School Responsibility, State Standards, *Student Improvement, Student Testing

Identifiers—Minimum Competency Testing, Test Score Decline

In response to eight questions concerning educational achievement, the National Academy of Education's Committee on Testing and Basic Skills cited four changes in school practices which have caused declines in writing skills and Scholastic Aptitude Test scores. Those changes are a proliferation in courses with less rigorous intellectual standards; confusion about the appropriate methods of instruction; slackening of the amount of learning and teaching classroom time; and a dismantling of opportunities for intensive study in selective academic environments at the secondary level. To enhance educational achievement, the committee recommends a focus on basic skills from ages five to eight, followed by a broader use of skills and curriculum balance in higher grades. Increased emphasis on instructional time or time on task is recommended for performance improvement, as well as challenging material, beginning reading, early diagnosis and remediation, reading to children, mastery learning, computer-assisted and peer instruction. Minimum competency standards are not advised for the high school level, but a series of standardized tests at lower grade levels is recommended for pinpointing student weaknesses and remediation needs. Mandatory and voluntary national tests are discouraged, due to potential interference in local curriculum decisions. Federal research and information dissemination on educational achievement and standardized tests are encouraged. (Author/JAC)

ED 157 920 TM 007 266

Newfield, John

Measuring the Level of Curriculum Activity in Schools.

Pub Date [77]

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavior Patterns, Complexity Level, Curriculum Evaluation, *Curriculum Planning, Data Collection, *Decision Making, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Self Evaluation, *Teacher Behavior, *Teacher Participation, Theories

In order to develop a scientific theory of curriculum, a method for measuring the curriculum-related planning activity of teachers is proposed. This choice of focus is based on the assumption that a logical connection can be made between the level of teacher planning, the quality of the resulting actions, and the corresponding goal attainment by students. The level of planning activity is defined in terms of the quantity of decision making, the degree of involvement of other persons in the decision process, and the degree of formality of materials used in decision making. A self-report form is recommended, supplemented with the use of a multiple matrix sampling design. The method was devised to reduce the ambiguity of language used to describe curriculum decisions, the difficulty of retrospective recall over long periods of time, and the confusion of real versus psychological constructs. The sampling design and examples of self-report items are included. The self-reporting form focuses on decisions related to the planning stages of teaching, such as topics for individual study, classroom interest centers, and lesson plans. The items include general items, followed by source of information and types of decisions. (Author/JAC)

ED 157 921 TM 007 268

Meguro, Barbara T.

Evaluating an Instructional Program's Potential for Producing Student Proficiencies and Identifying Implementation Practices Affecting Program Delivery.

Pub Date May 78

Note—24p.; Paper presented at the Annual Meeting of the California Society of Educational Program Auditors and Evaluators (San Diego, California, May 11-12, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Achievement Tests, Course Objectives, *Curriculum Evaluation, *Evaluation Methods, *Instructional Programs, *Program Development, Program Effectiveness, *Success Factors, Teaching Techniques
Identifiers—*Domain Referenced Tests

The curriculum evaluation method presented in this paper is focused on determining how an instructional program works in an attempt to explain its instructional accomplishments. The design of the evaluation separates the determination of the instructional program's potential for producing student proficiencies from the evaluation of implementation practices that affect program delivery. The method has been operationalized in conjuction with the continued, naturalistic classroom use of several instructional programs. Program-referenced tests are the key component by providing a sensitive dependent measure to isolate proficiencies gained and to examine the effects of implementation variables. Of particular concern are implementation variables that are under the control of school personnel since identification of these variables has the potential of improving instruction. Since the method is aligned with current inquiries into schooling effects, the results not only provide a specific evaluation but also contribute to the knowledge about the factors that significantly influence school learning. (Author)

ED 157 922 TM 007 271
Smith, Howard W., Jr. Ernst, Nora S.
Controlling Teacher Bias in Attitude Toward School Measures.
Note—7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Attitude Tests, Comparative Testing, Grade 5, Intermediate Grades, Magnetic Tape Cassettes, *Response Style (Tests), School Attitudes, *Standardized Tests, Student Attitudes, Teacher Influence, *Test Bias, *Testing, Testing Problems, Test Validity
Identifiers—Anderson (Gary J), My Class Inventory

The results obtained by three test administration modes were examined with a focus upon systematic bias due to lack of standardization of test administration procedures. The My Class Inventory was administered to ninety classrooms of fifth grade students in a large suburban school district. The 45 items on the inventory are distributed over five factors: satisfaction, friction, competitiveness, difficulty, and cohesiveness. The test was administered in three ways: (1) by the teacher; (2) by outside test administrators; and (3) by children, using pre-recorded tape cassettes. Significant differences were found for factors of satisfaction, friction, and cohesiveness, but there were no significant differences among methods on competitiveness and difficulty. There were factor differences and overall differences between teacher administered and the other techniques. There were no significant differences between outside administrator and the student cassette tape method. Student tape cassettes were the preferred technique because they minimized teacher bias, were inexpensive, and standardized directions and procedures. Results also indicated that the pre-recorded taped directions administered by students more closely approximated the results obtained by an outside evaluator than did the results obtained by teacher administration of the same instrument. (Author/JAC)

ED 157 923 TM 007 275
Owen, Steven V.
Classroom Seating Patterns and Student Ratings.
Pub Date 28 Mar 78
Note—14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March 28, 1978); Appendix is marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Classroom Arrangement, Classroom Environment, College Teachers, Higher Education, *Predictor Variables, *Proximity, *Rating Scales, *Student Evaluation of Teacher Performance, Teacher Characteristics, Undergraduate Students
Identifiers—*Seating Preferences, University of Connecticut Survey Courses Teaching

To determine whether instructor effectiveness depends, in part, on where students sit in the classroom, student ratings of teachers on a comprehensive university-wide teacher evaluation form were analyzed. The form, The University of Connecticut Survey of Courses and Teaching, consisted of 5 demographic variables, an 11-item rating scale, and a 70-item diagnostic check list. Seat numbers were aggregated into entire rows, from front to back, and into 6 chunks representing aisled partitions of the class, so that seating position could be related to the other demographic and rating variables on the Survey. Univariate and multivariate analyses showed small but significant relationships between seating patterns and ratings. In a replication of the study with the same instructor the following semester, few of the original outcomes were found. In conclusion, seating patterns have a slight influence on perceived instructor effectiveness, but the influence is peculiar to individual classes and not generalizable across classes. The University of Connecticut Survey is appended. (Author/CP)

ED 157 924 TM 007 280
Cohen, Andrew D. Rodrigues-Brown, Flora
Evaluation in Moderate-to-Small School Districts: Downstate Illinois.
Pub Date [77]
Note—156p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Achievement, *Bilingual Education, Bilingual Students, *Data Collection, Elementary Education, English, *Family Influence, Language Dominance, *Language Fluency, *Literacy, Longitudinal Studies, Program Evaluation, Questionnaires, Research Design, Sampling, Self Concept, Spanish, *Spanish Speaking, Student Attitudes
Identifiers—Illinois, Quasi Experimental Design

This phase of the downstate Illinois bilingual education program included: locating all past data still in existence in 1976; determining what data were actually retrievable and usable; reporting on these data retrospectively; and finally, collecting new data for a continuing longitudinal study. There were 44 school districts with 4,579 students in the database, and information on 273 variables including many different tests and scales. However, only 204 pupils in grades 3 and 4 with at least 3 years of bilingual education could be used in the experimental group, and 109 pupils in the control group were just starting in the bilingual program. Achievement test scores indicated that students with more years in the program were stronger in both the productive English skills (speaking and writing) and the receptive skills (listening and reading). It appeared that bilingual schooling enhanced conceptual development. However, bilingual schooling did not appear to enhance native language skill in all areas; and it appeared that attitudes toward self, school, and community were negatively influenced by years of bilingual schooling. Language use in the home affected native language proficiency. The author regrets that lack of rigor in experimental design makes interpretation of the findings subject to debate. Questionnaires in English and Spanish, as well as resulting statistical data are appended. (CTM)

ED 157 925 TM 007 283
Jensen, Marjane Beck, Michael D.
Gender Balance Analysis of the Metropolitan Achievement Tests, 1978 Edition.
Pub Date Mar 78
Note—19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Achievement Tests, *Content Analysis, Elementary Education, Evaluation Criteria, *Sex Fairness, Sex Role, *Sex Stereotypes, *Test Bias, *Test Reviews
Identifiers—*Metropolitan Achievement Tests 1978

The 1978 edition of the Metropolitan Achievement Tests was analyzed for sex stereotyping and for the use of male, female, or neuter references and a comparison was made with the 1970 edition. There was less bias in the new edition, and there was relatively little sex stereotyping with respect to occupations, activities, and roles for females. There was, however some sex stereotyping with respect to the display of emotions. The index of sex bias used was the ratio of male nouns and pronouns to female, with a correction for repeated references to the same person. A similar index computed the ratio of neutral personal nouns and pronouns to gender-specific words. Illustrations were coded similarly for gender ratios and also analyzed for the comparative stature of males and females. The possible effects of sex bias and sex stereotyping in test content on test performance are yet to be determined; test developers have assumed that an even balance of male and female references would minimize test bias. The 1978 edition of the MAT is more balanced than the 1970 edition, and generally presents a less stereotyped portrayal of both sexes. (CTM)

ED 157 926 TM 007 284
Melowsky, Fred Ray, Joseph B.
Differentiating Reading Disabled from Normal Children with the Visual Discrimination Test.
Pub Date Apr 75
Note—9p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Houston, Texas, April, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Comparative Testing, *Diagnostic Tests, Elementary Education, *Perception Tests, Reaction Time, *Reading Ability, Reading Achievement, *Reading Difficulty, *Test Validity, *Visual Discrimination, Visual Measures, Visual Perception
Identifiers—*Visual Discrimination Test (Ray)

A comparison of test results on the Visual Discrimination Test was made between a group of 22 reading disabled children and 22 children who were reading on or above grade level. Both groups were of average or above-average intelligence and the two groups were matched for age and sex. The mean age was 10 years and 3 months and all the reading disabled children were at least one year retarded as measured by the Peabody Individual Achievement Test. The 30-item test was scored for number right and for mean reaction time in seconds. There was no significant difference in reaction time, but the children with normal grade level reading ability had a significantly higher average score, indicating the test's ability to identify reading disability. This test screens visual discrimination ability independently from such variables as motor coordination or eye hand coordination, can be administered in five to ten minutes, and can be objectively scored in less than one minute. (Author/CTM)

ED 157 927 TM 007 287
Ayers, Jerry B. And Others
Attitudes Toward Women, College Major and Authoritarianism.
Pub Date Nov 77
Note—16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Birmingham, Alabama, November, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Age Differences, *Authoritarianism, *College Majors, *Females, Higher Education, Sex Differences, Sex Discrimination, *Sex Role, *Sex Stereotypes, *Student Attitudes, Student Opinion, Undergraduate Students
Identifiers—California F Scale (Adorno et al), Open Subordination Women Scale (Shaw Wright)

The Open Subordination of Women Scale (OSW) is a 20-item Likert scale with four subscores for: restrictive policies, alleged inferiority, alleged narrowness, and alleged offensiveness. Students at Tennessee Technological University, 220 male and 198 female, volunteered to respond to this scale and to the California F-Scale of authoritarianism. The results of the study support the findings of a study performed twenty years ago. Male college students perceived women as being more deserving of a subordinate role than did female college students. Upper division (juniors and seniors) appeared to place women in a less subordinate role than did lower division students, but the differences were not statistically significant. Female students, regardless of major, perceived women in the same manner; but there was wide variation across major fields among males. Student majors were classified as: Education, Engineering, Science and Mathematics, Business, Social Sciences, and Humanities and English. In general, individuals who were more authoritarian in their beliefs perceived women to belong in a more subordinate role. (Author/CTM)

ED 157 928 TM 007 290
Teenage Self Test: cigarette smoking. Discussion Leader's Guide. How do you score?
Public Health Service (DHEW), Rockville, Md. National Clearinghouse for Smoking and Health.

Report No—DHEW-CDC-76-8723
Pub Date 75
Note—16p.; Colored print may reproduce poorly
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 646-388, $0.35)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Adolescents, *Attitude Tests, *Norms, Peer Acceptance, *Peer Influence, Rating Scales, Secondary Education, Self Concept, Self Evaluation, *Smoking, *Student Attitudes, Test Interpretation

This self-scoring questionnaire on attitudes related to smoking includes norms based upon the responses of 7,000 teenagers and a discussion of the meaning of eight subscores. The subscores are: (1) effect of smoking on health; (2) non-smoker's rights; (3) positive effects of smoking; (4) manufactured reasons for smoking; (5) reasons for starting; (6) are teenage smokers "bad?;" (7) feeling toward authority; and (8) can I control my future? The booklet begins with a list of questions which teenagers can answer about themselves on the basis of the questionnaire results. (Author/CTM)

ED 157 929 TM 007 296
Shueman, Sharon A. Sedlacek, William E.
Measuring Sexist Attitudes in a Situational Context. Research Report =16-77.
Maryland Univ., College Park. Counseling Center.
Pub Date [76]
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Attitude Tests, College Students, *Females, Higher Education, Item Analysis, Semantic Differential, Sex Differences, Sex Discrimination, *Sex Role, *Sex Stereotypes, *Situational Tests, Student Attitudes, Test Interpretation, Test Reliability, *Test Validity
Identifiers—Attitudes Toward Women Scale, *Situational Attitude Scale for Women

Two forms of the Situational Attitude Scale Women-4 (SASW-4), a 49-item inventory designed to measure attitudes toward sex roles, were administered to college students to investigate the psychometric properties of the instrument. Both forms of the SASW-4 presented seven personal and social situations, but differed in the sex of the individuals described in the items. Responses were made on five-point semantic differential scales and test items are appended. Spence and Helmreich's Attitudes Toward Women Scale (AWS), a 55-item inventory concerning women's social, educational, and vocational roles, was also administered. Concurrent validity was established from the correlation of SASW-4 and AWS scores. Two way analyses of variance (form by sex) were performed on SASW-4 total score and individual item responses. Forty-one of the 49 items on the SASW-4 yielded significant differences between forms, and 28 yielded significant interaction effects. Men scored significantly higher on the form in which individuals behaved in traditional ways, while women scored more positively in situations in which individuals exhibited non-traditional behaviors. When subjects were combined, the response to the traditional behavior forms of the SASW-4 was significantly more positive than to the non-traditional form. Potential uses for the instrument are briefly discussed. (Author/JAC)

ED 157 930 TM 007 298
Zieky, Michael J. Livingston, Samuel A.
Basic Skills Assessment. Manual for Setting Standards on the Basic Skills Assessment Tests.
Educational Testing Service, Princeton, N.J.
Pub Date 77
Note—12p.
Available from—Educational Testing Serivce, Basic Skills Assessment, Rosedale Road, Princeton, New Jersey 08541 ($5.00)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Academic Standards, Achievement Rating, *Administrator Guides, Basic Skills, *Cutting Scores, Evaluation Criteria, *Mastery Tests, *Measurement Techniques, Secondary Education, Student Evaluation, *Test Interpretation
Identifiers—Angoff Method, Borderline Group Method, Contrasting Groups Method, Nedelsky Method

Practical methods of setting standards for the Basic Skills Assessment tests in secondary level reading, writer's skills, and mathematics are offered in this manual. An overview discusses the need for standards and includes a brief description of current practices in establishing them. In light of related social and political issues, it is advised that standards be viewed as commitments, minimums, and results of a process; that they be realistic estimates; and that they not be overgeneralized or hurriedly established. Two types of judgments used in setting performance standards are judgments about the questions in the test, and judgments about the mastery status of a sample of students taking the tests. Nedelsky's Method and Angoff's Method are based on judgments about the questions on the test and involve the selection of judges, definition of minimally acceptable performance and the combination of judgments into one standard. The Borderline-Group Method and the Contrasting-Groups Method are based on judgments of the mastery status of a sample of students. The judgments used in these methods should be: (1) based on the knowledge or skill the test is intended to measure; (2) made by qualified persons; and (3) reasonably current for each student's achievement. Procedures for each method are outlined and two types of classification errors are described. (JAC)

ED 157 931 TM 007 305
Title I ESEA Projects: Digest of Annual Evaluations. Supplementary Edition 1977-1978. A historical summary, by the Department of Federal Evaluation Resources, of the key findings reported in the annual evaluations of each project. Report =7827.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date Mar 78
Note—79p.; For related documents, see ED 143 700 and 144 987, TM 007 138 and 139
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Abstracts, *Annual Reports, *Compensatory Education Programs, Disadvantaged Youth, Elementary Secondary Education, *Program Descriptions, *Program Evaluation
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

This supplement provides a historical summary, for the Philadelphia, Pennsylvania schools, of the key findings in the Annual Evaluations of each Elementary Secondary Education Act Title I project since 1975. The 1977-1978 management information, the key findings for 1975-1976 and 1976-1977, as well as the preliminary findings for 1977-1978 are included. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in a later report. Projects described here include: Affective Education, Alternative Programs, Benchmark, Bilingual Education, Project Bridge, Comprehensive Mathematics Project, Comprehensive Reading Project, Computer Assisted Instruction, Counseling Services, Education in World Affairs, English as a Second Language, Project Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Motivation, Multimedia Center, School Community Coordinator, Summer Special Education, Elementary Mathematics Classroom Aides, and Preschool Child Development Project. (Author/CTM)

ED 157 932 TM 007 311
Perkins, Elizabeth Phyfe Swaminathan, Hariharan
Data Collection and Analysis in the Naturalistic Evaluation of Early Childhood Programs.
Pub Date Mar 78
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavior Rating Scales, Classroom Environment, *Classroom Observation Techniques, *Data Analysis, *Data Collection, Early Childhood Education, *Environmental Influences, *Evaluation Methods, Hypothesis Testing, Interaction Process Analysis, Program Evaluation, Social Behavior, *Test Reliability
Identifiers—Behavioral Map (Ittelson Rivlin and Proshansky), Behavior Checklist (Perkins and Swaminathan), *Naturalistic Observation

The Naturalistic Evaluation Methodology presented here rests on a transactionist theory of child development, an ecological view of human behavior and the quasi-clinical method of inquiry. It is intended that the procedures will lead not only to the improvement of the quality of preschool education but will generate knowledge about children's behavior as a function of their interaction with the environment. Two levels of analysis have been presented that facilitate the interpretation of the data. The first, which is descriptive, involves the visual inspection of the two Behavioral Maps completed after the Behavioral Checklist has been used. (Both are included). The second, which is inferential, involves testing hypotheses concerning the effects of environmental modification on children's behavior. A time series approach based on stochastic models is advocated as the most appropriate procedure for testing these hypotheses. Procedures for data collection, determination of reliability, and data analysis are presented. Time point sampling of all children throughout the total program day is advocated, along with ratings of the environment and time sampling of the teachers' behavior. Three notions of reliability are discussed: inter-observer agreement, accuracy, and stability. (Author/CTM)

ED 157 933 TM 007 329
Massachusetts Educational Assessment Program. Science and Ecology 1976-1977.
Massachusetts State Dept. of Education, Boston.
Pub Date [77]
Note—203p.; For related documents, see TM 007330, 331, and 494.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Academic Achievement, Criterion Referenced Tests, *Ecology, Educational Assessment, Elementary Secondary Education, National Norms, *Natural Sciences, *Predictor Variables, Science Tests, State Programs, *State Surveys, *Testing Programs, Test Results
Identifiers—*Massachusetts

Biology, Chemistry, Earth Science, Physics, and Ecology assessment instruments were administered to approximately 1,800 nine year old and 1,800 seventeen year old Massachusetts students. The 9 year old students exceeded the performance of a national and international sampling of students. They equaled the performance of a sampling of students from the northeastern United States. Seventeen year old students equaled the performance of the national sample, but fell below the achievement of both the northeastern and international samples. Both 9 and 17 year old students from residential suburban and other communities tended to perform higher than those students from the large city and industrial suburban communities. For both 9 and 17 year olds, about twenty background and experience factors were examined for their relationship with assessment performance. Most of the association between these factors and achievement in 17 year olds was accounted for by the amount of laboratory experience that the student had in physics and chemistry, and whether or not the student reported discussing scientific matters with friends outside of school. The three factors that appeared most often for 9 year olds were type of community, parents' occupation, and sex. (Author/CTM)

ED 157 934 TM 007 330
Massachusetts Educational Assessment Program. Consumer Skills and Values 1976-1977.
Massachusetts State Dept. of Education, Boston.
Pub Date [77]
Note—273p.; For related documents, see TM 007 329, 331, and 494
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Academic Achievement, Age Differences, *Consumer Education, Educational Assessment, Elementary Secondary Education, Parent Attitudes, *Predictor Variables, Sex Differences, State Programs, *State Surveys, Student Characteristics, *Testing Programs, *Test Results
Identifiers—*Massachusetts

The Massachusetts Statewide Educational Assessment in Consumer Education covers six content areas: borrowing, buying, investing, planning, protecting, and sharing. Nine year old and seventeen year old students were selected from various kinds of communities, six regions of the state, and from varying family occupational backgrounds. Both male and female students were assessed on knowledge, understanding, and values. Testing methods included pencil and paper instruments, simulated consumer negotia-

tions for 17 year olds, and structured interviews for the 9 year olds. A selected sample of parents were also interviewed in terms of their interests, concerns, and problems related to consumer issues. Data were collected on children's consumer related course material, television viewing, reading, and attitude toward school. Results of the tests and surveys and test items are included. (Author/CTM)

ED 157 935 TM 007 331

Massachusetts Educational Assessment Program. School Climate Study 1976-1977.

Massachusetts State Dept. of Education, Boston.

Pub Date [78]

Note—115p.; For related documents, see TM 007 329, 330, and 494

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrator Attitudes, Educational Assessment, *Educational Environment, *High Schools, Institutional Characteristics, *Predictor Variables, Questionnaires, Rating Scales, *School Attitudes, School Environment, School Location, School Surveys, Secondary Education, *State Surveys, *Student Attitudes, Teacher Attitudes

Identifiers—*Massachusetts

A school climate questionnaire was developed and administered to 1,959 students in a sample of 24 Massachusetts high schools. Related questionnaires were administered in eight of these schools to 500 teachers, administrators, and support staff. School climate is defined as feelings and opinions about various aspects of the school and how it operates. Questions involved three domains identified as relationships, personal development, and organization that included 13 variables altogether. There were wide variations between the results for different schools, with city schools showing the most variation. Administrators tended to rate school climate more favorably than did teachers, and students rated climate less favorably. Relationships were found between various student characteristics and ratings for the 13 climate variables. Similarly, certain types of school tended to be rated higher than other types; they were characterized by lower student enrollments, higher percentages of college bound students, higher expenditures per student, and flexible scheduling. (Author/CTM)

ED 157 936 TM 007 338

Lewiski, Raymond L.

The Search for Fairness in Testing.

Air Univ., Gunter AFS, Ala. Extension Course Inst.

Pub Date Oct 76

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Employers, Equal Opportunities (Jobs), Federal Legislation, *Legal Responsibility, Literature Reviews, *Mathematical Models, *Occupational Tests, *Personnel Selection, Post Secondary Education, *Test Bias, Testing Problems, Test Interpretation

This document begins with an outline of events seen as noteworthy in the search for fairness in general and includes a brief discussion of the Civil Rights Act of 1964, the Equal Employment Opportunity Act of 1972, and the Tower Amendment (Title VII). These events are placed in perspective with recent events which have impacted the notion of fairness as it relates to the process of employment testing and hiring. The legislative acts are seen as ground rules, and fairness in testing is seen as a legal mandate. Axiological models for fairness in employment testing which have been proposed during the last ten years include the Traditional Selection Strategy (based on a simple regression model); the Quota Model, the Equal Risk Model, the Regression Model, the Constant Ratio Model, the Subjective Regression Model, the Conditional Probability Model, the Equal Probability Model, the Converse Equal Risk Model, the Converse Constant Ratio Model, the Threshold Utility Model, the Converse Conditional Probability Model, the Converse Equal Probability Model, and the Normal Ogive Model. The dominant value commitment associated with each model is identified and current proposed solutions to the problem of fairness in occupational selection are discussed. Finally, each model is applied to a hypothetical employment situation and its dominant value is highlighted. (Author/JAC)

ED 157 937 TM 007 340

Sympson, James B.

Estimation of Latent Trait Status Using Adaptive Testing Procedures.

Pub Date [76]

Note—23p.; Parts may be marginally legible due to type size

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Bayesian Statistics, *Item Analysis, *Mathematical Models, Statistical Analysis, Testing Problems

Identifiers—*Adaptive Testing, Item Characteristic Curve Theory, *Latent Trait Theory

Latent trait test score theory is discussed primarily in terms of Birnbaum's three-parameter logistic model, and with some reference to the Rasch model. Equations and graphic illustrations are given for item characteristic curves and item information curves. An example is given for a hypothetical 20-item adaptive test, showing cumulative results of ability estimates for one candidate under four methods: maximum likelihood estimates; weighted by likelihoods estimates; simplified Bayesian estimates; and Owen's normal ogive Bayesian estimates. Finally, information curves are given comparing a hypothetical 20-item adaptive test with information curves for a test with a broad rectangular item-difficulty distribution and a test with a peaked item-difficulty distribution. (CTM)

ED 157 938 TM 007 343

Hunter, David R. And Others

Validation of a Psychomotor/Perceptual Test Battery. Final Report for Period November 1974-December 1976.

Air Force Human Resources Lab., Brooks AFB, Texas.

Pub Date Jul 77

Contract—AFHRL-TR-77-28

Note—25p.

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 771-057/54)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Aptitude Tests, Comparative Analysis, Correlation, *Enlisted Personnel, *Military Training, Occupational Tests, *Officer Personnel, *Perception Tests, Performance Tests, Post Secondary Education, *Predictive Validity, *Psychomotor Skills, Technical Education, Test Validity

Identifiers—Air Force, Air Force Officer Qualifying Test, Armed Services Vocational Aptitude Battery, *Psychomotor Perceptual Test Battery

A battery of seven psychomotor/perceptual tests was administered to two samples of Air Force personnel: officer trainees slated to attend undergraduate navigator training, and enlisted airmen in 30 different career fields. The objective was to determine the validity of the battery for the prediction of success in technical training courses. The battery consisted of seven tests designed to measure kinesthetic memory, perceptual speed, performance under stress, associative learning, memory (immediate and delayed), concept identification, and performance under divided attention. Test descriptions and tasks are included. Statistical data included intercorrelations among battery scores, training outcome criteria, and Air Force Officer Qualifying Test composites for the 120 officer trainees, as well as intercorrelations among battery scores, training outcome criteria and Armed Services Vocational Aptitude Battery composites for the 395 enlisted personnel subjects. The best single predictor of success in navigator training for officer trainees and of training disposition (pass/fail) for enlisted personnel was mean response time on the kinesthetic memory instrument. Analyses indicated that several of the psychomotor/perceptual measures were individually predictive of training outcomes; however, the joint contribution of the entire battery was, in general, not statistically significant. Further research is recommended. (Author/JAC)

ED 157 939 TM 007 348

Harris, Dickie A. Penell, Roger J.

Simulated and Empirical Studies of Flexilevel Testing in Air Force Technical Training Courses. Final Report for Period 1 May 1975-30 April 1977.

Air Force Human Resources Lab., Brooks AFB, Texas.

Pub Date Sep 77

Contract—AFHRL-TR-77-51

Note—25p.

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 771-122/85)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Complexity Level, *Cost Effectiveness, Item Analysis, Military Personnel, Scoring, *Simulation, Statistical Analysis, Technical Education, *Testing

Identifiers—*Adaptive Testing, *Computer Assisted Testing, Computer Simulation, Flexilevel Tests, Test Length

This study used a series of simulations to answer questions about the efficacy of adaptive testing raised by empirical studies. The first study showed that for reasonable high entry points, parameters estimated from paper-and-pencil test protocols cross-validated remarkably well to groups actually tested at a computer terminal. This suggested that feasibility studies; i.e., running actual subjects, may not be called for. The second study showed that the proportion correct during flexilevel testing was a sensitive measure of student performance. It was also concluded that the modest time savings (12 to 15 percent) was due to the parameters used to implement flexilevel testing. Study III showed that a 50 percent savings in items, and, potentially, a large savings in test time could be realized through the implementation of alternative flexilevel strategies. In summary, the overall conclusion from the three studies was that flexilevel testing, with variable entry, offers an easily implemented testing procedure with potential for significant dollar savings at minimal risk. (Author/CTM)

ED 157 940 TM 007 356

Fyans, Leslie J., Jr.

A New Paradigm for Cross-Cultural Psychological Research.

Pub Date Mar 78

Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Analysis of Variance, *Bayesian Statistics, Cognitive Processes, Comparative Statistics, *Cross Cultural Studies, Cultural Differences, Cultural Traits, *Mathematical Models, *Psychological Studies, Reliability, *Research Design, Sampling, Tests of Significance

Unlike the past models guiding cross-cultural psychological research, a new paradigm facilitates multiple level investigations by incorporating both culture-specific (nested) and culture-general (crossed) independent variables within its partially-hierarchical framework. Based upon the generalizability analysis, this model generates sequential tests of alternative hypothesis so that the veridical level of generality or specificity of human behavior can be succintly assessed. Having empirically determined the veridical level of generality, the researcher can then employ a regression equation which is congruent to the level of generality found. Through the use of Bayesian techniques and inference, the new paradigm can produce posterior distributions for the variance components and generalizability statistics in order to evaluate their reasonableness. Similarly, the Bayesian approach incorporates information concerning the level of generalizability in tests between any or all of the cultural means on the dependent variable. (Author/CTM)

ED 157 941 TM 007 357

Sullivan, Arthur P.

Measurement of Moral Judgment: Using Stimulus Pairs to Estimate Inter-stage Distances.

Pub Date [Mar 78]

Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Appendices may be marginally legible

Available from—Arthur P. Sullivan, 87 Ontario Avenue, Staten Island, New York 10301 ($4.80)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adolescents, Adults, *Attitude Tests, Conflict Resolution, *Developmental Stages, Ethics, Item Analysis, *Moral Development, *Moral Values, Scoring Formulas, *Semantic Differential, Social Attitudes, Spanish, Statistical Data, Test Items, Test Reliability

Identifiers—*Ethical Reasoning Scale, *Kohlberg (Lawrence), Sullivan (Arthur P)

Sullivan's Ethical Reasoning Scale contains three dilemmas with response pairs representing Kohlberg's stages of moral development. In Kohlberg's first three stages, goodness is equated with lack of punishment, usefulness, and approval, respectively. Good is seen as conformity to rule and ruler in stage four, and stage five comprises considerations of social contract, higher law, and God. In Sullivan's instrument, ordinal level responses to the dilemmas are used to determine between-stage distances and variability in these distances are used for comparing moral judgment trait levels. The stimuli in each test item represent two different stages, but not different behaviors. As a result, subjects must choose between reasonings, rather than courses of action, to resolve dilemmas. Test items in English and Spanish, a short form of the test, and scoring keys are appended. Research on stage sequence and relationship of trait level to age and sex of respondent is replicated on 1,100 subjects (aged 11-76) and summative scores are included. Item parameters, including difficulty, discriminating power, and generalizability are calculated. In addition, the instrument is discussed as a means for comparing group differences in moral judgment. Also included are instructions for administration and scoring of the test for individual and group settings. (Author/JAC)

ED 157 942 TM 007 360

Rudner, Lawrence M. Convey, John J.

An Evaluation of Select Approaches For Biased Item Identification.

Pub Date Mar 78

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Aurally Handicapped, *Comparative Statistics, Complexity Level, *Culture Free Tests, Evaluation Criteria, Factor Analysis, Identification, *Item Analysis, *Mathematical Models, Primary Education, *Test Bias, *Test Items

Identifiers—Chi Square, Item Characteristic Curve Theory

Transformed item difficulties, chi-square, item characteristic curve (icc) theory and factor score techniques were evaluated as approaches for the identification of biased test items. The study was implemented to determine whether the approaches would provide identical classifications of items as to degree of aberrance for culturally different populations and classifications of minimal bias for subsamples of a single population. Actual item response data were obtained from 2,637 hearing impaired and 1,607 normal students, and two pseudo-culture group samples of subjects from the same population with different mean total scores. The Stanford Achievement Test, a 48-item test of reading comprehension, was administered to the students. In the diverse culture group comparison, subjects responded to a pool of items which measured reading comprehension, and several items were found to be biased. Degrees of aberrance in the equal-culture group were consistently low for the icc theory and chi-square approaches. These approaches were felt to be the most promising, and the icc theory approach was sensitive to individual and group bias. The factor score and chi-square approaches were inadequate for identifying bias. Several common items were identified for the diverse culture comparison by the transformed item difficulties, icc theory, and chi-square approaches. Recommendations are made for future studies incorporating known parameters and distractor response analysis. (Author/JAC)

ED 157 943 95 TM 007 364

Lipe, Dewey Haveman, Jacqueline E.

Toward More Natural Field Testing of Classroom Materials.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—AIR-47900-6-77-SR

Pub Date Jun 77

Contract—NIE-C-0142

Note—37p.; Parts may be marginally legible due to type size

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Education, Curriculum Development, *Curriculum Evaluation, Data Analysis, Data Collection, Elementary Secondary Education, *Evaluation Methods, *Field Studies, Formative Evaluation, *Instructional Materials, *Learning Modules, Program Evaluation, Questionnaires, Research Design, Research Methodology, *Research Problems, Research Utilization

Issues associated with the evaluation of 61 educational curriculum units, which was conducted by the American Institutes for Research (AIR) are described. The units were adapted to the AIR Career Education Curriculum framework by creating 133 instructional units within which students could develop career skills in an orderly sequence. The evaluation process involved initial revision, field testing, and final revision of the units. During the initial revision, the needs of teachers, school administrators, and publishers were seen to include reduction in the length of units, inclusion of alternative learning activities, reduction in cost, replacement of copyrighted passages, and improvement in the appearance of materials. Obtaining information without arousing resentment or reluctance was described as the most difficult aspect of a naturalistic field test. As a result, teacher orientation workshops were conducted to introduce the curriculum units. School district responses were described as passive resistant, personally committed, aggressive resistant or group committed. Methods for obtaining unambiguous answers to test questions without disrupting the natural setting are described, and sample module and activity evaluation instruments are appended. Results included 454 teacher field test packets and 11,700 student evaluation forms. Computer-assisted handscoring of results is explained, as well as the development of total data sets for each module. (Author/JAC)

ED 157 944 TM 007 427

Curry, Allen R. Riegel, N. Blyth

Latent Trait Theory in the Affective Domain--Applications of the Rasch Model.

Pub Date Mar 78

Note—26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Affective Tests, Goodness of Fit, *Item Analysis, *Mathematical Models, Measurement Techniques, Scores, *Testing Problems, Test Items

Identifiers—Item Characteristic Curve Theory, *Latent Trait Models, *Rasch Model

The Rasch model of test theory is described in general terms, compared with latent trait theory, and shown to have interesting applications for the measurement of affective as well as cognitive traits. Three assumption of the Rasch model are stated to support the conclusion that calibration of the items and tests is independent of the examinee sample, and that measurement of the trait is independent of the items used, a condition called specific objectivity. Item characteristic curves are defined and related to item slope and item discrimination. The procedure for testing the fit of items to the model is discussed. The test of whether an examinee's responses fit the model may be used to indicate whether a particular score is valid. The test of item fit may be used to investigate the nature of affective variables. A calibrated item pool is useful for repeated testing and for using as a standard for new items. The Rasch model is useful for relating a series of tests to a single longitudinal scale. Thirty bibliographical references are appended. (CTM)

ED 157 945 TM 007 494

Massachusetts Educational Assessment Program. School Climate Handbook 1976-1977.

Massachusetts State Dept. of Education, Boston.

Pub Date [77]

Note—47p.; For related documents, see TM 007 329, 330, and 331

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Educational Assessment, *Educational Environment, *Evaluation Methods, High Schools, Norms, *Questionnaires, Rating Scales, School Environment, *School Improvement, *School Surveys, Scoring, Secondary Education, State Surveys

Identifiers—*Massachusetts, Test Manuals

School climate is defined as feelings and opinions about various aspects of a school with respect to 13 variables in the three domains of personal relationships, personal development, and effective organization. This handbook describes the application of a school climate questionnaire in a series of nine steps, as follows: (1) take the initiative; (2) form a representative school climate team; (3) develop a team work plan; (4) select study purposes; (5) administer and score questionnaires; (6) analyze and interpret results; (7) develop a school climate improvement plan; (8) implement the school climate improvement plan; and (9) evaluate the impact on school climate. The time and resources required and the risks involved in implementing the plan are discussed. Suggestions are given for carrying out each of the nine steps. Scoring instructions are included, as well as norms for students and for teachers from the original survey of high school climate in Massachusetts. (Author/CTM)

ED 157 946 TM 007 536

Celio, Mary Beth And Others

The Development of a Measure of Attitudes Toward Age. Research Report = 8-77.

Maryland Univ., College Park. Counseling Center.

Pub Date [77]

Note—17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Development, Adults, *Age, *Age Differences, *Attitude Tests, *Bias, Educational Background, Older Adults, *Predictor Variables, Sex Differences, Situational Tests, *Social Attitudes, Stereotypes, Young Adults

Identifiers—*Situational Attitude Scale Age

The Situational Attitude Scale-Age (SASA) was developed to measure attitudes toward older individuals, using a specific set of situations to which respondents react either as actors or spectators. Each of the ten situational statements are followed by bi-polar semantic differential scales. Three forms of the SASA were developed containing the same situations and scales. Form A made no reference to age; the word "older" was inserted in form B statements; and form C statements specified age in years. Test items are appended. The tests were administered to 112 individuals in the University of Maryland Student Services Office, and at a private research firm. Twenty-three of the 100 items were significant and seventeen of the responses to age-indicated forms were not significant to each other, but were different from the age-neutral test responses. Analysis of variance by age, sex and level of education revealed that the older the respondent, the more positive the response to age-indicated tests. The sex of the respondent was significant in seven situations and educational level was in three. Females, older respondents, and those with less education had the most positive attitudes toward age. Paricipants consistently showed more positive responses towards older persons and did not distinguish between "older" and specific age. Suggestions for future research are included. (Author/JAC)

ED 157 947 95 TM 007 632

Anderson, Barry D.

The Costs of Legislated Minimal Competency Requirements. A background paper prepared for the Minimal Cometency Workshops sponsored by the Education Commission of the States and the National Institute of Education.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Education Commission of the States, Denver, Colo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 77

Note—38p.

Available from—Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295 ($2.75)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Basic Skills, *Cost Effectiveness, Educational Finance, Educational Legislation, Educational Trends, Elementary Secondary Education, Government School Relationship, Mastery Tests, Performance Based Education, Program Administration, *Program Costs, *State Legislation, State of the Art Reviews, State Programs, State Standards, *Testing Programs

Identifiers—*Compliance, *Minimum Competency Testing

Little is known about the costs of setting up and implementing legislated minimal competency testing (MCT). To estimate the financial obsta-

cles which lie between the idea and its implementation, MCT requirements are viewed from two perspectives. The first, government regulation, views legislated minimal competency requirements as an attempt by the state to regulate the school district. Regulatory actions may increase operating costs for regulatees (school districts). Costs are organized in these categories: legislation; implementation; excess burdens thrust upon schools from compliance with regulations (such as remedial instruction); restriction of desirable elements from the curriculum; and neglect of music, arts, humanities, and citizenship. The second perspective, cost benefit, presents a problem because benefits such as increased employability of students are almost impossible to measure. However, costs which have been estimated include test development, administration, state monitoring, and remediation programs. To make testing programs cost-effective, the following recommendations seem appropriate: (1) the state rather than local agencies should administer the programs; (2) testing should not focus on the individual student; (3) cooperatives should be established to share tests; (4) test results should be reported publicly; (5) school districts should be rewarded for high performance; (6) financial inequities should be reduced; and (7) federally run testing should be discouraged. Descriptions of MCT programs by state are included. (CP)

ED 157 948 TM 007 904

The Formative Years. Circular PIJI. Provincial Curriculum Policy for the Primary and Junior Divisions of the Public and Separate Schools of Ontario.

Ontario Dept. of Education, Toronto.

Pub Date 75

Note—26p.; For related document, see TM 006413

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affective Objectives, Basic Skills, Behavioral Objectives, Cognitive Objectives, *Curriculum Planning, Educational Assessment, *Educational Objectives, *Educational Policy, Elementary Education, *Elementary School Curriculum, Foreign Countries, Performance Based Education, Psychomotor Objectives, School Responsibility, *State Curriculum Guides, *State School District Relationship

Identifiers—Canada, *Ontario

As a statement of Provincial goals and curriculum objectives for primary and junior divisions of Ontario elementary schools, this circular is intended to stimulate school self-evaluation, particularly in the basic skills area. The major responsibility for curricular planning however, rests with the school and the individual teacher. Province goals specify that the curriculum allow each child to acquire basic skills, develop self worth, patriotism, and moral responsibility. Aims related to communications (language and mathematics) are outlined separately for primary and junior divisions according to the following curricular areas: arithmetic, measurement, geometry, listening, speaking, reading, and writing. Aims related to the arts and environmental studies are combined for primary and junior divisions. They include perception and expression, drama, music, visual arts, physical education, health, values, decision-making, social relationships, science and geography, and Canadian studies. Specific skills and learning activities contributing to each of these objectives are also listed. (CP)

ED 157 949 TM 007 910

Barnard, Kathryn E. Gortner, Susan R.

Child Health Assessment. Part 2: Results of the First Twelve Months of Life. Final Report. Nursing Child Assessment Project.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Pub Date May 77

Contract—N01-NU-14174

Note—560p.; For related document, see ED 112 565; Some of the tabular material and appendices may not reproduce well due to marginal legibility of original document

EDRS Price MF-$1.00 HC-$30.13 Plus Postage.

Descriptors—Behavior Problems, *Child Development, Early Childhood, Environmental Influences, Evaluation Methods, Identification, *Infants, Longitudinal Studies, *Mental Health, Mothers, Neonates, Parent Child Relationship, *Parent Influence, Perinatal Influences, *Physical Health, Predictor Variables, *Prenatal Influences, Tables (Data)

To help predict physical, mental, and social behavior problems in school age children, this longitudinal study intended to identify the origins of dysfunction and the characteristics which put infants at high risk for future problems. The study provided background data for the development of an operational screening and assessment method. The mothers surveyed were primaparous and were receiving medical care during the pregnancy. Data were collected during the eighth month of pregnancy and five times within the infant's first year, from 193 mother-infant pairs. The following assessment methods were used: mother questionnaire, father questionnaire, mother interview, observation of environment, observation of parent-child interaction, developmental testing, and pediatric examination. Four mediating predictor variables formed a conceptual framework for the study: infant characteristics, infant's environment, parental perceptions, and mother's life change. An Optimal Parent-Infant Profile was presented as a compilation of information identified as being important during pregnancy and the first year of life. The Profile included variables related to the mother and family, psychosocial support, life change, parents' developmental expectations, mother's health, mother's perception of the infant, infant's health and sleeping behavior, mother-infant interaction, and home environment. Results clearly indicate the parents' major role in shaping the child's behavior. However, the ultimate goal of predicting high risk children can only be realized when data are collected beyond the age of one year. (CP)

ED 157 950 95 TM 007 950

Echternacht, Gary Plas, Jeanne M.

Grade Equivalent Scores. If Not Grade Equivalent Scores--Then What? NCME Measurement in Education. A Series of Special Reports of the National Council on Measurement in Education.

National Council on Marine Resources and Engineering Development, Washington, D.C.

Spons Agency—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—9p.

Available from—NCME Special Publications, 202 S. Kedzie Hall, Michigan State University, East Lansing, Michigan 48824 ($1.50 ea., 25 or more copies, $0.75 ea.)

Journal Cit—NCME; v8 n2 Spr 1977

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Achievement Rating, *Achievement Tests, Elementary Education, *Grade Equivalent Scores, *Norm Referenced Tests, *Scores, Scoring, Scoring Formulas, Standardized Tests, Statistical Analysis, Testing Problems, *Test Interpretation, Test Results

While most school districts believe they understand grade equivalent scores, teachers, parents, and measurement specialists frequently misinterpret this apparently simple statistical expression. Echternacht's article describes the construction, application, and interpretation of grade equivalent scores from the test publisher's perspective. Although publishers continue to provide this statistic, some urge the use of percentile standards or standard scores when evaluating and reporting test results to the public. Plas, reasoning that a test consumer should choose a statistic which represents relationships that are best understood by the user, discusses the relationships underlying the most commonly used statistics in standardized achievement testing. Of the five--raw score, T-score, stanine, percentile rank, and grade equivalent score--the latter two are the most easily misunderstood and misinterpreted. When the location of average range is mastered for each of the five statistical expressions, the test interpreter is free to decide whether an individual score represents average, below average, or above average performance. (CP)

UD

ED 157 951 UD 018 057

Green, Robert L.

Educational Leadership and Multiracial Schools.

Pub Date 30 Jul 73

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Cultural Pluralism, Discipline Policy, *Educational Quality, Elementary Secondary Education, *Equal Education, Futures (of Society), *Leadership Responsibility, Minority Group Children, *School Integration, Student Teacher Relationship, *Teacher Role

Until the schools are desegregated, and children from different racial backgrounds are brought together, we cannot hope for an egalitarian society. In a multiracial school environment, children can be taught to respect the attitudes, values, and life styles of others. However, the schools must not only be desegregated in name only, but there must also be mutual interaction between students of different racial backgrounds. In addition, provided that teachers do not consider minority group children intellectually retarded, these children will profit academically from attending a multiracial school, while white students will not suffer. Teacher attitudes and behavior are also important in dealing with discipline problems in a desegregated school. Educational leaders must be committed both politically and ideologically and use their skills to obtain a nationwide egalitarian multiracial school system. They must recognize that their roles are political as well as educational when it comes to such issues as busing students. If positive steps are taken, educational desegregation will lead to the development of an egalitarian multiracial society. (Author/MC)

ED 157 952 UD 018 058

Green, Robert L.

A Management Training Model for Urban School Administrators.

Pub Date 7 Dec 73

Note—13p.; Presentation made to School Administrators (Del Paso Heights School District, Del Paso, California, December 7, 1973)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—City Problems, *Economic Factors, Educational Problems, Elementary Secondary Education, *Environmental Influences, *Leadership Responsibility, *Low Achievement Factors, *Social Problems, Teacher Attitudes, Teacher Role, Underachievers, *Urban Schools

Urban educational leaders must make the educational experience relevant to children and advocate constructive changes in educational, political, and social sectors to benefit their students. They need to know what effect environment has on achievement and the relationship of teachers' attitudes to student achievement. The blame for underachievement is not to be placed with the child. Educators must understand that social problems, both racial (discrimination) and economic (busing, housing, welfare, etc.), have a direct bearing on education. The training of urban school superintendents cannot be divorced from these problems. (Author/MC)

ED 157 953 UD 018 235

Spivak, Harriet

School Decentralization and Community Control: Policy in Search of a Research Agenda.

Pub Date 73

Note—469p.

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—*Community Control, Community Involvement, *Decentralization, Doctoral Theses, *Educational Policy, Elementary Secondary Education, *Literature Reviews, *Parent Participation, Policy Formation, Program Evaluation, Research Design, Research Methodology, *Research Problems, Social Science Research

The relationship between research and educational policy in the areas of school system decentralization and community control is analyzed in this dissertation. The literature on decentralization and community control is reviewed. It is contended that existing empirical research on these subjects has not systematically tested the assumptions underlying policy rationale. The data base in the social sciences and the applied fields of educational research and evaluation of social action programs is examined. The extent to which the accumulated data in these disciplines permit the testing of assumptions underlying the research on policy rationale of participatory strategies is considered. Problems which arise while attempting to evaluate decentralization and community control are mentioned. These include the definition of concepts, the limitations of data gathered for assessing the validity of policy assumptions about what might be true under a different set of conditions, and other methodological problems.

The effects of decentralization/community control strategies on academic achievement, parent and student attitudes, and school responsiveness are also explored. Factors which, from the available data, appear to stimulate parent participation in the schools are discussed to illustrate effective participatory strategies. (Author/AM)

ED 157 954 UD 018 313

Collins, Thomas W. Noblit, George W.

Stratification and Resegregation: The Case of Crossover High School, Memphis, Tennessee.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [78]

Contract—400-76-009

Note—208p.; For a related document, see UD 018 089

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Administrative Problems, Case Studies (Education), *Environmental Influences, *Integration Effects, Integration Methods, Integration Studies, Research Methodology, *School Integration, Secondary Education, Social Stratification, Southern States

Identifiers—Ethnography, *Tennessee (Memphis)

This study reports on an ethnographic investigation of a desegregated high school in Memphis, Tennessee. Processes of interracial education that occur in a desegregated school are examined in a discussion of some principles of educational stratification. The interaction of stratification and schooling in the United States is explained. The methodology of ethnographic studies is described. The character of the city and the setting are considered in terms of their effect on the general outcome of school desegregation in Memphis. Each of the school system's three subsystems (administrative, academic, student) are discussed as they affect the process of interracial schooling at "Crossover High School." In the discussion of the administrative subsystem, the differing experiences of the school under two different principals are examined. The examination of the academic subsystem reviews the climate of learning in the classroom both before and after desegregation. The section on the student subsystem focuses on extracurricular activities. The outcomes of desegregation that were witnessed at "Crossover" (including white flight) are focused on and utilized to formulate recommendations for making desegregation successful. (MC)

ED 157 955 UD 018 354

Flaxman, Anne Homstead, Kerry Christensen

1977-78 National Directory of Public Alternative Schools.

Massachusetts Univ., Amherst. School of Education.

Pub Date 78

Note—200p.

Available from—National Alternative Schools Program, School of Education, University of Massachusetts, Amherst, Massachusetts 01003 ($3.75 - $0.65 postage)

Document Not Available from EDRS.

Descriptors—*Alternative Schools, *Directories, *Educational Alternatives, Educational Objectives, *Educational Philosophy, Educational Policy, *Elementary Secondary Education, *Public Schools

In this document, the problem of defining an alternative school is discussed in terms of the variety among schools and programs calling themselves an alternative. The place of alternatives in the educational system is examined in light of the dissatisfaction of parents, teachers, and students. A state by state listing of public alternative schools/options is provided, in most cases with a brief description of the philosophy of the particular program. Addresses, telephone numbers, grade range, and number of students are stated. State departments' of education policies and procedures concerning educational alternatives and options are surveyed, including information about state legislation. A listing of local school district offices responsible for alternatives includes a variety of models and perspectives on the development and implementation of alternatives/options. In a section on resources, national and regional coalitions and associations are listed together with groups and publications providing support services. Some recent books and reports are also listed, as well as resources supporting parent involvement in schools. Finally, comments from schools and a summary of some key questions, jargon, and concepts often applied to educational alternatives are given. (Author/MC)

ED 157 956 UD 018 402

Tucker, Jack Lee, Everett S.

The Distribution of Southern Black Population.

Southern Regional Council, Atlanta, Ga.

Pub Date [73]

Note—27p.; Not available in hard copy due to author's restriction ; Some pages will not reproduce clearly

Available from—Southern Regional Council, Inc., 52 Fairlie Street, N.W., Atlanta, Georgia 30303 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Black Population Trends, *Blacks, Inner City, Metropolitan Areas, *Migration Patterns, National Demography, *Population Distribution, Population Growth, Rural Areas, Rural to Urban Migration, *Southern States, Urban to Suburban Migration

Between 1960 and 1970, the black population of the southern United States increased only four percent by comparison with a national increase in black population of twenty percent. Considering the many factors involved in population redistribution, this report compares southern and overall national trends in black population and analyzes the redistribution of blacks within the South for the decade 1960-1970. Attention is first given to the two major components of growth, natural increase (the balance of births and deaths) and net migration (the difference between in- and out-migration). Variations in patterns of black population growth in different states are then examined. It is hypothesized that losses of blacks from rural areas were offset by gains in the cities, as the highest rates of growth of black population occur in metropolitan areas. Within these areas, however, distinct differences between the rings and the inner cities are evident. In addition, it is pointed out, the movement of blacks into southern cities has been accompanied by the movement of whites from the central cities to the suburbs. Throughout this report statistics are presented to illustrate the trends discussed. (Author/MC)

ED 157 957 UD 018 439

Taylor, Lorne

Programs for the Disadvantaged: Do We Need Them? Research Bulletin No. 76-002.

Institute for Research in Human Abilities, St. John's (Newfoundland).

Pub Date [76]

Note—54p.; Pages 40-46 may be marginally legible due to reproduction quality of original document; For a related document, see UD 018 438

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Educational Disadvantagement, Elementary Education, *Family Background, *Family Environment, *Family Influence, *Low Achievement Factors, *Needs Assessment, Socioeconomic Influences, Success Factors

Identifiers—Concept Assessment Kit Conservation, Illinois Test of Psycholinguistic Abilities, Newfoundland, Wechsler Intelligence Scale for Children Revised

This study examines the need for programs for the disadvantaged child in Newfoundland, and illustrates what directions such programs must take to be effective. A sample was taken of 120 children in grades 1, 3, and 5 of two schools. The family background variables examined were father's and mother's occupation and education, the number of children in the family, and the household composition. To sample a range of behaviors related to school success, the Wechsler Intelligence Scale (Revised), the Illinois Test of Psycholinguistic Abilities, and the Concept Assessment Test were administered to all subjects. Parent interviews were conducted to understand the relationship of the home environment to school success. Language models of the home, and other family influences on academic achievement of children were studied. It is concluded that the sample of children from one of the schools shows environmental impoverishment. To compensate for this disadvantagement, program goals for such children are suggested. A program entitled Language Time is explained and some sample lessons for this program are presented. (Author/AM)

ED 157 958 UD 018 449

Stutz, Frederick P.

Social Aspects of Interaction and Transportation. Resource Paper No. 76-2.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Pub Date 76

Note—82p.; Not available in hard copy due to institutional restriction

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—City Planning, City Problems, *Community Services, *Disadvantaged Groups, Environmental Influences, Handicapped, Human Geography, Life Style, Needs, Older Adults, Public Policy, *Social Factors, Social Relations, *Transportation, *Urban Areas, *Urban Environment, Youth

Research is lacking on the social and environmental impacts and policy implications of urban transportation. The major goals of this paper are to focus on these problems by (1) examining choice and social travel linkages in the city; (2) examining the spread of transportation to the deprived population; (3) reviewing research aimed at reducing the negative impacts of transportation systems on the social and physical environment; and (4) contributing to the environmental and social quality through transportation planning policy implications. The social dimensions of travel in urban areas are analyzed in relation to hypotheses regarding social interaction fields. The current status of transportation for disadvantaged groups--the poor, the youth, the handicapped, and the elderly--is described and alternatives are proposed. The impact and implications of actual transit routes and systems in selected American cities are explored. Recommendations are made which would enable transit systems to fulfill the transportation needs of all groups, while maintaining positive land use and environmental policies. (Author/GC)

ED 157 959 UD 018 450

Roseman, Curtis C.

Changing Migration Patterns Within the United States. Resource Papers for College Geography No. 77-2.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Pub Date 77

Note—44p.; Not available in hard copy due to institutional restriction

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Census Figures, *Data, Data Analysis, *Demography, *Geographic Distribution, *Migration Patterns, *Population Distribution, Population Growth, *Population Trends

In this study migration is examined as a component of population change. Decisions involved in migration are discussed. Source of migration data are suggested. Generalized in-migration and out-migration fields are described. Migration patterns before 1975 and recent migration patterns are examined and decisions underlying the latter are analyzed. Case studies of Vermont, New Hampshire, Maine, and Arkansas are used to illustrate migration concepts accounting for recent population changes. Impacts of recent migration patterns are discussed. An extensive bibliography and suggestions for utilizing this document in classrooms are also included. (Author/MC)

ED 157 960 UD 018 451

Muller, Peter O.

The Outer City: Geographical Consequences of the Urbanization of the Suburbs. Resource Paper No. 75-2.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Pub Date 75

Note—62p.; Not available in hard copy due to institutional restriction; Figure 1, copyrighted material, has not been included

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W. Washington, D.C. 20009

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Blacks, Census Figures, Demography, *Employment Patterns, Geographic Distribution, *Housing Patterns, *Human Geography, *Metropolitan Areas, Neighborhood Integration, Population Distribution, Population Growth, *Population Trends, Racial Segregation, Residential Patterns, Suburban Problems, *Suburbs, Urban to Suburban Migration

Interrelated forces which have shaped the distribution of population in metropolitan areas, and the social geography of the suburbs in particular, are described in this work. Contemporary patterns and problems concerning the organization of social space in the outer city are reviewed. Suburbia's residential spatial structure is examined in terms of social and racial segregation. Individual paths whereby retailing and employment have dispersed through the outer city since 1960 are traced. The formation of "minicities" is described and their impact on suburban spatial organization is assessed. Consequences of these structural changes for metropolitan economic geogrpahy are discussed. An extensive bibliography on contemporary suburbia is also included in this document. (Author/MC)

ED 157 961 UD 018 455

Conference on the Educational and Occupational Needs of Black Women. December 16-17, 1975. Compendium. Volume 2: Research Papers.

National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.

Pub Date Apr 78

Contract—400-76-0026

Note—252p.; For a related document, see UD 018 393; Individual articles are separately cited; See UD 018 516-524

Available from—Women's Research Program, Educational Equity Group, National Institute of Education, 1200 Nineteenth Street, N.W., Washington, D.C. 20208 (n.c.)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Anthologies, *Blacks, Counseling, *Educational Needs, Educational Opportunities, Employment Opportunities, *Females, Labor Market, *Socioeconomic Status, *Working Women

The papers contained in this volume were presented at a conference which focused on the problems faced by black women. The papers address socioeconomic, educational, occupational, and health issues, as well as stressing the special counseling needs of this population. It should be noted that each of these papers is individually cited and abstracted in the ERIC system (see note). Also included in this volume is a statistical appendix which reflects the educational and occupational status of black women in the United States. (GC)

ED 157 962 UD 018 457

Lyon, David W.

The Dynamics of Welfare Dependency: A Survey. Rand Paper Series P5769.

Rand Corp., Santa Monica, Calif.

Pub Date Dec 76

Note—61p.; Pages 43-49 may not reproduce well due to print quality of original document

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Employment Opportunities, Family Income, Job Training, *Low Income Groups, *Participant Characteristics, Policy Formation, Public Policy, Unemployment, *Welfare, Welfare Agencies, *Welfare Recipients, *Welfare Services

Identifiers—*Welfare Dependency

The objective of this paper is to draw upon available research in welfare dynamics to answer a set of questions regarding the use of public assistance. First, the length and pattern of dependency of welfare recipients are considered, to determine the distribution of caseloads between short term and chronic users of welfare. Second, the welfare decision is described, in order to find the major factors which cause a family to turn to public assistance. (This question also addresses the reasons why a family leaves the rolls, and what impact program features have on the welfare decision.) Third, the levels and sources of income for welfare families are investigated, to ascertain how much income welfare recipients receive from nonwelfare sources. Finally, the impact of job training and employment programs on the welfare decision are assessed in order to indicate the effect work programs would have on improving chances for nonsubsidized employment and reducing the welfare rolls. The long term effects of dependency on family behavior are considered and the implications of research on caseload dynamics for welfare reform are discussed. (Author/AM)

ED 157 963 UD 018 463

Roberson, Don And Others

Ways to Improve Education in Desegregated Schools (WIEDS). Final Report.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 May 78

Grant—OB-NIE-G-78-0108

Note—68p.; For a related document, see UD 018 464; Not available in hard copy due to author's restriction

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Improvement, Educational Needs, Educational Practice, *Integration Studies, Literature Reviews, *Pilot Projects, Reports, Research Projects, *School Integration

Identifiers—*Texas (Austin)

The purpose of Project WIEDS in 1977-78 was to initiate a pilot research effort designed to identify and describe successful desegration strategies and remaining areas of need in selected desegregated schools. Two sources of data were used for the purpose of the study; desegregation literature and selected school district personnel within a close proximity of Austin, Texas. A comprehensive review of the literature was conducted by the WIEDS project team, and on site interviews were conducted with central office personnel, principals, and teachers in two selected school districts. Both of these data collection methods categorized findings in terms of three types of strategies; (1) administrative/governance; (2) staff development; and (3) teaching/learning. The literature indicated that school desegregation does not occur in a vacuum, i.e., that local and national conflicts and consensus help to determine the particular direction judicial and governing bodies will take when they decide that school systems will be desegregated. The review also indicated information regarding the pressures to desegregate schools and the effects of these efforts. The results of the field study indicated that the desegregation process for a school district usually begins in a legal context via some judicial or governmental action. These findings hold implications for future research and strategies in the area of school integration. (Author/AM)

ED 157 964 UD 018 484

Shyne, Ann W. Schroeder, Anita G.

National Study of Social Services to Children and Their Families. Overview.

Spons Agency—National Center for Child Advocacy (DHEW/OHD), Washington, D.C.

Pub Date Mar 78

Contract—105-76-1127

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Agency Role, Childhood Needs, *Children, *Child Welfare, Community Agencies (Public), Demography, Family Background, *National Surveys, Neglected Children, *Participant Characteristics, Social Services

In 1976, a survey was undertaken to answer a number of questions about public social service programs for children and their families. A representative sample of 315 public social service departments throughout the United States was selected to participate in the survey. Case by case data were requested on samples of the children being served by each participating agency at the end of March 1977. A total of 9,597 children were surveyed. This report presents preliminary estimates on the characteristics of the children and their families and on the services they received, and includes: (1) demographic and social characteristics of the sample; (2) living arrangements and family circumstances of the sample; (3) how the children were introduced to the agency; (4) sources of referral for children receiving social services from public agencies; (5) most frequently cited primary reasons for receiving social services; (6) agency service plans and activities; and (7) agency staff. (Author/AM)

ED 157 965 UD 018 494

Warren, Constancia

The Magnet School Boom: Implications for Desegregation.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Pub Date 78

Note—5p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Alternatives, *Educational Trends, Elementary Secondary Education, *Equal Education, Integration Effects, *School Integration, Social Mobility

Identifiers—*Magnet Schools, *Multiple Option Systems

The current boom in magnet schools (or multiple option systems) draws strength from three converging trends in education in the last decade: (1) the search for appropriate educational options to meet the diverse learning needs of children; (2) the desire for greater parental participation in the educational process; and (3) the search for voluntary desegregation measures. The use of magnet schools or projects in the process of school desegregation still poses problems that are difficult to resolve. For example, one or two, or even several magnet schools, no matter how racially balanced their individual student populations, are not sufficient to bring about district wide desegregation. Magnet schools may also raise problems concerning the question of equity in educational services within a school district as a whole. It is also possible that magnet schools will not bring about equal educational opportunity and social mobility. For example, there is always the danger that less educated parents will not be adequately informed to make the best choices for their children, despite the availability of several options. However, positive aspects of the growing number of magnet schools and multiple option systems should be emphasized: (1) they respond to the need for alternatives to the standard curriculum in the public school; (2) they provide a wide variety of learning experiences to children; and (3) the multiple option systems legitimize diversity. (Author/AM)

ED 157 966 UD 018 495

Oatis, Bobbie N.

Racism: How Shall We as Administrators Work for a Smooth Transition?

Pub Date 78

Note—8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Role, Admission Criteria, *Bias, *Blacks, Equal Education, *Higher Education, *Racism

This is a speech by the Dean of Student Affairs for Women at Jackson State University on the subject of racism in higher education. The bias against blacks in testing and admission procedures is mentioned. The need for administrators to confront and remove their own biased racial attitudes, and to develop an atmosphere for equal opportunity and cultural pride is stressed. (GC)

ED 157 967 UD 018 506

Re-thinking the RFP. A Contractor's Re-Examination of NIE's RFP for the Summative Evaluation of Anacostia RENP. Final Report for Task "O": Verification of Questions, 1976.

Gibboney (Richard A.) Associates, Inc., Kensington, Md.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—131p.; Not available in hard copy due to reproduction quality of the original document; For related documents see UD 018 507-515

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, Data Analysis, *Data Collection, Elementary Secondary Education, Formative Evaluation, Government Role, *Policy Formation, Program Evaluation, *Program Improvement, *Summative Evaluation

Identifiers—*District of Columbia (Anacostia), *Response to Educational Needs Project

This report examines the National Institute of Education's (NIE's) Request for Proposals (RFP) entitled "Summative Evaluation of the Response to Educational Needs Project (RENP)." The first of six evaluation tasks, Task O, called for the contractor to verify that the questions selected as important were in fact the most important

questions to be addressed. The contractor took the following steps in carrying out Task O: (1) reviewed the literature collected by NIE on compensatory education programs, staff development, parents/community involvement, and related matters in order to identify policy questions asked in the past; (2) conducted interviews with policy makers and those who interview policy makers in order to identify policy questions being asked in the present; (3) verified questions contained in the RFP; (4) considered the policy questions RENP data could answer as one limitation to impose on the questions identified while reviewing the literature and conducting the interviews; (5) identified questions the contractor could answer that are asked in the RFP; (6) selected additional questions not asked in the RFP which the contractor could answer; (7) evaluated the importance of the summative evaluation of RENP; and (8) considered the options available to NIE upon completion of Task O. The report's appendices, describing procedures used and materials examined, are included. (MC)

ED 157 968 UD 018 507
Rogers, Donald D.
RENP Replication Unlikely Without Federal Support. RMC Report UR 327.
Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RMC-UR-327
Pub Date Nov 77
Note—20p.; Not available in hard copy due to marginal legibility of the original document; For related documents, see UD 018 506 and UD 018 508-515
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Compensatory Education Programs, Cost Effectiveness, Demonstration Programs, Educational Finance, *Educational Resources, Elementary Secondary Education, *Information Dissemination, *Information Utilization, Operating Expenses, *Program Costs, *Program Descriptions, Use Studies
Identifiers—District of Columbia (Anacostia), *Response to Educational Needs Project
While many compensatory education programs have resulted in significant increases in achievement, few of these programs have been widely disseminated and/or adopted. Because designing, implementing, and evaluating programs is an expensive process, the failure to use exemplary programs results in a waste of resources. The problem is to reduce or eliminate this waste. This paper focuses on an exemplary program, the Response to Educational Needs Project (RENP), and addresses the problem of determining the most successful dissemination strategy for RENP through the use of cost information. It is held that the cost of operating the RENP severely limits the number of ways the program can be disseminated. Program dissemination strategies and costs are described, and the relationships between these are discussed. (Author/MC)

ED 157 969 UD 018 508
Errecart, Michael T.
RENP Replication Unlikely Without Federal Support. Technical Appendices Supporting RMC Report UR 327.
Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RMC-UR-327
Pub Date Nov 77
Note—70p.; Not available in hard copy due to marginal legibility of original document; For related documents, see UD 018 507 and UD 018 509-515
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Compensatory Education Programs, Cost Effectiveness, *Data Analysis, Educational Finance, *Educational Resources, Elementary Secondary Education, *Operating Expenses, *Program Costs, *Statistical Data
Identifiers—District of Columbia (Anacostia), *Response to Educational Needs Project
The Response to Educational Needs Project (RENP) focuses on training teachers as a vehicle for promoting student achievement in a compensatory education program. This document supplements a report on RENP replication and provides information on cost analysis, methodology, and sample and data collection. In Appendix A the following questions are addressed: (1) How much does RENP cost? (2) Does RENP supplement or supplant resources? (3) How do the costs of RENP distribute among the various organizational levels? (4) Do RENP resources vary between sites? (5) Have there been problems in acquiring resources? How have these problems affected RENP? and (6) What is the optimal/desirable level and mixture of resources in RENP? Also examined are the RENP organizational structure, facilities, equipment, miscellaneous cost categories, allocation of administrative costs, reading and mathematics laboratories, and community organizers. The resource approach to cost analysis, including types of cost considered, total versus incremental costs, unit of analysis, and base-year prices are described in Appendix B. The cost model is explained in terms of allocation procedures, problems with junior high schools, and unit costs (treatment of capital costs, facilities, furniture and fixtures, equipment, materials, and personnel). Details of the sample and the data collection procedures and cost data in table form are provided in Appendices C and D. (Author/MC)

ED 157 970 UD 018 509
Rogers, Donald D.
RENP Costs Similar to Other Federal Comp-Ed Programs. RMC Report UR-328.
Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RMC-UR-328
Pub Date Nov 77
Note—11p.; Not available in hard copy due to marginal legibility of the original document; For related documents, see UD 018 507-508 and UD 018 510-515
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Comparative Analysis, *Compensatory Education Programs, *Cost Effectiveness, *Educational Finance, Educational Resources, Elementary Secondary Education, *Federal Programs, *Program Costs, Program Descriptions, Reading Programs
Identifiers—*District of Columbia (Anacostia), *Response to Educational Needs Project
The Response to Educational Needs Project (RENP) is a compensatory education effort undertaken in Washington, D.C., to attack reading problems at a community level. In this paper the following questions are addressed: (1) Can the Federal government afford RENP? (2) Is RENP more expensive to support as a Federal program than it would be with Title I funds? The District of Columbia RENP and programs that may be compared with it are described. The cost of these programs is presented. It is concluded that RENP costs no more than 14 Title I programs included in the Instructional Dimensions study. (Author/MC)

ED 157 971 UD 018 510
Errecart, Michael T. *Rogers, Donald D.*
RENP Costs Similar to Other Federal Comp-Ed Programs. Technical Appendices Supporting RMC Report UR 328.
Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RMC-UR-328
Pub Date Nov 77
Note—82p.; Not available in hard copy due to marginal legibility of the original document; For related documents, see UD 018 507-509 and UD 018 511-515
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Comparative Analysis, *Compensatory Education Programs, *Cost Effectiveness, Data Analysis, *Educational Finance, Educational Resources, Elementary Secondary Education, *Federal Programs, *Program Costs, *Statistical Data
Identifiers—District of Columbia (Anacostia), *Response to Educational Needs Project
The Response to Educational Needs Project (RENP) is a compensatory education program which focuses on training teachers to promote student reading achievement. These appendices to a project report provide: a cost analysis of the RENP; information on cost methodology and sample and data collection; cost data; adjusted costs from the Instructional Dimensions Study data and the Michigan Cost Effectiveness Study data; and a comparison of the training costs for the various compensatory education programs discussed in RMC Report UR 328. (Author/MC)

ED 157 972 UD 018 511
Rogers, Donald D.
RENP Cost Effective in Middle and Late Elementary Grades. RMC Report UR-329.
Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RMC-UR-329
Pub Date Dec 77
Note—17p.; Not available in hard copy due to marginal legibility of the original document; For related documents, see UD 018 507-510 and UD 018 512-515
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Achievement Gains, Comparative Analysis, *Compensatory Education Programs, *Cost Effectiveness, Educational Finance, Elementary Education, Federal Aid, *Federal Programs, Government Role, Intermediate Grades, *Program Costs, Statistical Data
Identifiers—District of Columbia (Anacostia), *Response to Educational Needs Project
The Response to Educational Needs Project (RENP) is a federally supported compensatory education program. In this paper the following questions are addressed: (1) Is the Response to Educational Needs Project (RENP) worth Federal support? (2) Would the Federal government be better able to achieve similar educational objectives by supporting other programs? (3) Can local education agencies use their Title I dollars in ways that are more effective than supporting RENP? RENP is described and other programs are compared with it. Basic assumptions underlying a cost effectiveness analysis are discussed and data are presented. Conclusions are drawn about the effectiveness of educational strategies in programs with different cost structures. (Author/MC)

ED 157 973 UD 018 512
Errecart, Michael T.
Is RENP a Cost Effective Supplement to the Regular DCPS Program? RMC Report UR-330.
Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RMC-UR-330
Pub Date Feb 78
Note—23p.; Not available in hard copy due to marginal legibility of original document; For related documents, see UD 018 507-511 and UD 018 513-515
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Achievement Gains, Comparative Analysis, *Compensatory Education Programs, *Cost Effectiveness, Data Analysis, Educational Finance, Elementary Education, Federal Programs, *Program Costs, *Remedial Mathematics, *Remedial Reading
Identifiers—District of Columbia (Anacostia), *Response to Educational Needs Project
This paper focuses on whether the Response to Educational Needs Project (RENP) has been demonstrated to be a cost effective way of increasing the reading and mathematical achievement scores of students in the fourth, fifth, and eighth grades of the District of Columbia Public Schools. The first section describes the RENP program and its history. The second sketches some of the important considerations relevant to properly understanding cost effectiveness analysis and the cost and effectiveness data on which the analysis is based. The third presents the data, analyzing fall to fall comparisons for reading and mathematics scores, fall to spring comparisons for reading and mathematics, and fall to spring comparisons using adjusted gain scores. (Author/MC)

ED 157 974 UD 018 513
Errecart, Michael T.
Is RENP a Cost-Effective Supplement to the DCPS Program? Technical Appendices Supporting RMC Report UR 330.
Gibboney (Richard A.) Associates, Inc., Kensington, Md.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RMC-UR-330

Pub Date Feb 78
Note—80p.; Not available in hard copy due to marginal legibility of the original document; For related documents, see UD 018 507-512 and UD 018 514-515
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Compensatory Education Programs, *Cost Effectiveness, Elementary Education, Federal Programs, *Program Costs, Public Schools, *Statistical Data
Identifiers—*District of Columbia (Anacostia), *Response to Educational Needs Project

The Response to Educational Needs Project (RENP) is a compensatory education program being carried out in Washington, D.C. This document consists primarily of statistical and program description data on the effects of RENP in the District of Columbia Public Schools (DCPS). The data include: (1) a summary of RENP costs; (2) statistical information on the effectiveness of RENP and non RENP programs; (3) a summary of non RENP costs; (4) a description of the cost methodology used in program cost effectiveness evaluation; and (5) information on sample and data collection. (GC)

ED 157 975 UD 018 516
Lightfoot, Sara Lawrence
Socialization and Education of Young Black Girls in Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.
Pub Date Apr 78
Contract—400-76-0026
Note—30p.; For related documents see UD 018 393 and UD 018 517-524
Available from—Not available separately, see UD 018 455
Document Not Available from EDRS.
Descriptors—*Blacks, *Children, Elementary Secondary Education, *Females, Racial Discrimination, Racism, *Research Needs, *School Role, Sex Discrimination, Sex Stereotypes, *Socialization, Student School Relationship, Student Teacher Relationship

Young black girls are an ignored and invisible population. One of the great problems involved in documenting the early experience of black girls in the school is that they have not been the focus of social science research. There is no mention in the literature of the special identity and experience of black girls in schools. Two sources of data give some information about the socialization of black girls in their early schooling. The first source is the literature on the teacher's relationship with young black and white girls in the classroom. The second consists of examining the teacher's characteristic interactions with black children (both boys and girls) in the classroom. A review of the literature of sexual and racial discrimination in schools illustrates the non critical, ethnocentric vision of most social science research, which seems to rationalize and objectify prejudicial views, rather than to critically respond to the origins of injustice. Complicating the effects of racism and discrimination is the fact that the young black girl suffers from being unchildlike in middle class terms. Future research should focus on the prominence, potential, and strengths of black girls. This means that social science must not remain preoccupied with their deprivation, their deviance and their strangeness, but rather seek to understand the social meaning of their cultural perspective. (Author/AM)

ED 157 976 UD 018 517
Roby, Pamela Ann
Toward Full Equality: More Job Education for Women.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.
Pub Date Apr 78
Contract—400-76-0026
Note—37p.; For related documents see UD 018 393, UD 018 516, and UD 018 518-524
Available from—Not available separately; See UD 018 455
Document Not Available from EDRS.
Descriptors—Admission (School), *Blacks, Curriculum Problems, Enrollment, *Equal Education, *Females, Post Secondary Education, Secondary Education, *Sex Discrimination, Sex Stereotypes, Vocational Counseling, *Vocational Education
Identifiers—*Sexism

Vocational education programs have been growing steadily. Despite this growth, the needs of women for vocational education have not yet been given serious attention. The first hurdle that girls and women seeking vocational education confront is admission. They must fulfill all the admission criteria concerning intelligence and educational experience normally required of men and, in addition, must overcome some barriers not experienced by men. Once admitted, they face common school practices which involve tracking men and women according to sex roles. Assuming access into vocational education programs, women are confronted by a series of other problems. These barriers consist of the feasibility of combining school with obligations to family and children, and counselors who reinforce stereotypes that prevent women from thinking more broadly about career decisions. Policy makers, administrators, and program developers could assist high school girls by removing all barriers to their entry into schools and courses for which they otherwise qualify and by reviewing the curriculum and counseling materials for misleading stereotypes. At the post secondary level, women could be helped if child care at low sliding scale rates were provided, thus enabling mothers to attend school. (Author/AM)

ED 157 977 UD 018 518
Shaw, Ethelrine
Professional Schools and Their Impact on Black Women.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.
Pub Date Apr 78
Contract—400-76-0026
Note—16p.; For related documents see UD 018 393, UD 018 516-517 and UD 018 519-524
Available from—Not available separately; See UD 018 455
Document Not Available from EDRS.
Descriptors—*Blacks, Educational Assessment, *Educational Needs, *Enrollment Trends, Evaluation Methods, *Females, *Higher Education, *Professional Education, Professional Occupations, Research Needs

Data on race, higher educational attainment, and professional status help us to delineate issues, concerns and trends relevant to assessing the impact of professional schools upon black women. Professional schools which offer a direct service to black women have not, for example, systematically included within their curricula, normative data about the health, family, and economic situation of black people. This means that large segments of the population are not having their biophysical or psychosocial needs addressed by the higher educational systems. Furthermore, many institutions of higher education publish statistical or demographic data about women students but do not distinguish between black and white women. There is a need for data sets which are more indicative of the number of black women enrolled in undergraduate as well as graduate programs. An analysis of the problems which affect the admission, progression and graduation of black women from institutions of higher education is the next step in assessing the impact of higher educational systems upon black women. Data is also needed in the area of black women professionals, their perceptions and life styles. (Author/AM)

ED 157 978 UD 018 519
Gurin, Patricia Pruitt, Anne
Counseling Implications of Black Women's Market Position, Aspirations and Expectancies.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.
Pub Date Apr 78
Contract—400-76-0026
Note—68p.; For related documents see UD 018 393, UD 018 516-518, and UD 018 520-524
Available from—Not available separately; See UD 018 455
Document Not Available from EDRS.
Descriptors—Academic Aspiration, *Blacks, Career Opportunities, Counseling Goals, Counseling Programs, *Counselor Role, *Females, *Higher Education, *Labor Market, Models, *Occupational Aspiration, Occupational Guidance, Professional Occupations, Racial Discrimination, Sex Discrimination, Statistical Data, Working Women

The major premise of this paper is that career and educational counseling for women, and particularly for black women, needs to be based on an understanding of their market position. Data on black women's options and choices in a discriminatory market, on their occupational and educational aspirations, and on the role of expectations in their work motivation are presented in conjunction with labor market statistics to demonstrate the effects of race and sex discrimination. The implications of these data on the need for special career and educational counseling are discussed. A counseling model, the "Student Development Model for Tomorrow's Higher Education," currently being developed by the College Personnel Association, is utilized to illustrate the ways counseling can serve the career needs of black women. Outlined are the roles of the counselor, the instructor, and other individuals in the guidance process, in helping black college women to alter their position in the labor market. (GC)

ED 157 979 UD 018 520
Cossey, Beatrice Abel Toney, Glen O.
Baseline Data on Mid-Career Change and Reentry for Black Women.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.
Pub Date Apr 78
Contract—400-76-0026
Note—13p.; For related documents see UD 018 393, UD 018 516-519, and UD 018 521-524
Available from—Not available separately; See UD 018 455
Document Not Available from EDRS.
Descriptors—Adult Education, *Blacks, *Career Change, Educational Programs, Employment Opportunities, Employment Patterns, *Females, Higher Education, *Occupational Mobility, Professional Occupations, Surveys, *Working Women
Identifiers—*California, *Reentry Programs

The purpose of this descriptive study was to gather baseline data on the employment picture of black women who are currently employed or have reentered a training educational program involving direct job opportunities. The study sample was selected from the rolls of nine black professional women's organizations in the state of California, and from a list of black participants in women's reentry programs in seven colleges. Two questionnaires were developed, one directed toward the members of the black professional women's organizations and the other toward the women in the reentry program. Results indicate that many more black women are becoming career oriented, but they are starting from the bottom of the scale, earning less than white men, white women, and black men. In addition, there is little understanding of the problems of black females by administrators or counselors. Other findings of the study include: (1) child care was not a major concern for either of the two groups studied; (2) a significant number of black professional women were considered low achievers prior to returning to college; (3) a majority of the women were receiving psychological reinforcement from husband or male friend; (4) college administrators and faculty members appeared to be sexist and racist toward reentry women; (5) peers and black faculty provided the greatest resources for reentry women, while counselors and white faculty provided the fewest resources; and (6) tutorial programs provided few resources for reentry women. (Author/AM)

ED 157 980 UD 018 521
Sawhill, Isabel V.
Black Women Who Head Families: Economic Needs and Economic Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.
Pub Date Apr 78
Contract—400-76-0026
Note—13p.; For related documents see UD 018 393, UD 018 516-520, and UD 018 522-524
Available from—Not available separately; See UD 018 455
Document Not Available from EDRS.
Descriptors—*Blacks, *Economic Status, *Educational Needs, *Family Income, *Females, Financial Needs, *One Parent Family, Working Women

Black women bear a heavy burden of family responsibilities, yet their economic position is

marginal relative to other groups in American society. It is this imbalance between economic needs and economic resources which poses the greatest challenge to public policy. This paper examines some aspects of this imbalance. It describes the demographic and economic factors associated with the recent growth in single parent families within the black community. It also considers the economic problems facing these families and the role which education might play in improving their generally precarious economic position. The growth in female headed families appears to be related to fundamental shifts in attitudes toward marriage and to the changing social and economic status of women. The factors which could be contributing to the poverty and low income of black female headed families include employment status of the head of family, education, work experience, and discrimination based on race and sex. Education can help young women to prepare for the burden of family responsibilities by helping them to make wise decisions about the timing of marriage and childbearing. Also critical are counseling and vocational education which encourage women to enter higher paying occupations. (Author/AM)

ED 157 981 UD 018 522

Whaley, Betti S. Lewis, Toye B.

Policy Issues on Day Care: The Special Needs of Black Working Women.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.

Pub Date Apr 78

Contract—400-76-0026

Note—19p.; For related documents see UD 018 393, UD 018 516-521, and UD 018 523-524

Available from—Not available separately; See UD 018 455

Document Not Available from EDRS.

Descriptors—*Blacks, Case Studies, *Child Care, Day Care Programs, *Day Care Services, Females, *Minority Group Children, Minority Groups, Public Policy, Socioeconomic Status, *Working Women

Identifiers—New York (New York)

A review of current programs and the growing crisis in program delivery within New York City's Agency for Child Development demonstrates the special problems of black mothers in the labor force. The New York case study indicates that there are three basic and critical issues currently confronting public policy for the care of young children: (1) eligibility requirements; (2) the requirements that long term day care be developmental in nature; and (3) consideration of the role of adults in day care programs. A survey conducted in the fall of 1975 indicated that the supply of day care services in New York is grossly inadequate to meet the demand. This situation is reflective of day care problems across the nation, and carries strong implications for job opportunities for the black woman. The inadequate number of available child care slots deprive her children of services. The stringent eligibility requirements for publicly funded day care work against her possible upward mobility. Fiscal restraints threaten to turn developmental services into little more than a custodial service for low income children, with no emphasis on total family involvement. The combination of these factors conspire to keep the black woman in a disadvantaged position in terms of employment, education, and social mobility. (Author/AM)

ED 157 982 UD 018 523

Reid, Inez Smith

Health Issues Facing Black Women.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.

Pub Date Apr 78

Contract—400-76-0026

Note—23p.; For related documents see UD 018 393, UD 018 516-522 and UD 018 524

Available from—Not available separately; See UD 018 455

Document Not Available from EDRS.

Descriptors—*Blacks, Disease Control, *Disease Rate, Diseases, Economic Factors, *Females, Health Needs, Health Services, Hypertension, *Medical Treatment, Mental Illness, *Socioeconomic Influences, *Special Health Problems

Identifiers—*Cancer

Black women in the United States experience a high incidence of serious health problems and, as a group, receive insufficient and inadequate medical care. The death rate for black women suffering from breast cancer has increased substantially since 1950. Also of great concern is the high incidence of cervical cancer in low income black women throughout the world. There is a great deal to be done in the area of public education, detection, and health care if the rates of dysplasia and carcinoma are to be lowered. The rate of hypertension for blacks is twice that for whites. Diseases of the digestive system and mental disorders also take the lives of large numbers of black Americans. Data from a 1970 study indicated that black women have been subjected to more contraceptive operations than white women. Black women, low income women, and mentally retarded women have also been subjected to experimental or careless use of potentially dangerous drugs and medical techniques. (Author/AM)

ED 157 983 UD 018 524

Rawles, Beth

The Media and Their Effect on Black Images.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.

Pub Date Apr 78

Contract—400-76-0026

Note—21p.; For related documents see UD 018 393 and UD 018 516-523

Available from—Not available separately; See UD 018 455

Document Not Available from EDRS.

Descriptors—*Black Role, Blacks, *Black Stereotypes, *Economic Factors, Film Industry, *Mass Media, News Media, Racial Attitudes, *Racial Discrimination, Racial Factors, Racism, Radio

Certain myths, images and stereotypes of blacks have existed in American minds since the late 1800's. The movie industry has taught the public a great deal of what they know about blacks and reinforced the stereotypes. Blacks have also been stereotyped in radio and television and although the electronic media has helped many black actors to obtain work that was unavailable in the movie industry, the roles offered them have been inconsequential. The print media are also guilty of the crime of omission and commission with regard to the portrayal of blacks. Prior to the 1960's, black images in the print were either negatively presented or absent. The struggle for media reform has existed in the black community since the 1800's and is evident in the efforts of black film making, the existence of two black radio stations, and many black newspapers. Efforts at media reform, however, are not sufficient. The last strongholds are in the area of employment and ownership, for as long as control of the majority of the mainstream media remains in the hand of white men alone, any image changes in the media will be token and piecemeal. (Author/AM)

ED 157 984 UD 018 536

LaFontaine, Hernan, Ed. And Others

Bilingual Education. A National Doctorate Association Series.

Pub Date 78

Note—408p.

Available from—Avery Publishing Group, Inc., Wayne, New Jersey 07470 ($9.95)

Document Not Available from EDRS.

Descriptors—Anthologies, Biculturalism, *Bilingual Education, Bilingualism, *Bilingual Students, Cultural Background, *Curriculum Development, *Educational Assessment, Educational Policy, Faculty Development, *Language Ability, Program Design, Program Evaluation, Teacher Role

Identifiers—*Multicultural Education

This anthology of articles is intended to encourage broad study in the field of bilingual education as a basis for the acquisition of knowledge which will enable practitioners to make intelligent decisions about the programs in which they participate. An overview is provided of the policy and legal factors which had an impact on the efforts to establish bilingual education as an integral component of American education. The importance of recognizing students' cultural backgrounds is highlighted as essential to the successful development of any educational program. In addition, pragmatic concerns related to language, program design, and curriculum considerations are detailed and issues in staff development for bilingual programs are examined. The process of evaluating bilingual programs is discussed, especially in terms of assessing students' language performance. (Author/MC)

ED 157 985 UD 018 545

Adams, Arvil V. And Others

The Lingering Crisis of Youth Unemployment.

Utah Univ., Salt Lake City. Human Resources Inst.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Jun 78

Note—170p.

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 ($4.00)

Document Not Available from EDRS.

Descriptors—Blacks, Caucasians, Employment Practices, *Employment Problems, *Employment Trends, Longitudinal Studies, Racial Differences, Sex Differences, *Trend Analysis, *Unemployment, *Youth Employment, Youth Opportunities, Youth Problems

The study is based on an analysis of recent trends in youth unemployment from published sources and on additional analysis of a national sample of young men and young women 16 to 18 years of age who were followed longitudinally over a seven year period in the late 1960s and early 1970s. The book establishes the dimensions of youth unemployment and its underlying causes and consequences, determines the priorities that should be attached to the problem, and suggests policies that would lead toward its solution. Individual articles focus upon: (1) the nature of youth unemployment; (2) postwar trends in youth employment; (3) youth unemployment in the mid 1970s; (4) the effects of a changing economy upon youth unemployment; (5) the transition from school to work; (6) the relationship between early work experience and future employability; and (7) a reassessment of youth unemployment. Among the most significant findings of the study are: (1) joblessness among out of school teenage youth carries with it a "hangover effect." That is, those who have unfavorable early labor market experiences are less likely than others to have favorable subsequent experiences; and (2) education and training have a significant positive effect upon the employment and earnings of youth by race and sex. (Author/AM)

ED 157 986 UD 018 546

Bottomly, Forbes, Ed. Kitfield, Allison, Ed.

Exploring Metropolitan Ways Toward Reducing Isolation: Prospects for Progress. Report No. 104.

Education Commission of the States, Denver, Colo.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jan 78

Note—160p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 ($5.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Change Strategies, Court Role, *Cultural Isolation, Elementary Secondary Education, *Guides, Higher Education, *Integration Litigation, *Integration Studies, Metropolitan Areas, Private Schools, Public Schools, School Integration, Social Change, *Social Isolation, Urban Areas, *Urban Education

This report contains a series of essays dealing with strategies to reduce isolation in metropolitan areas. Social isolation is defined as that which affects groups or individuals in such a manner as to limit or deny their access to, and to bar their freedom to choose among the options which society offers to a majority of citizens. Two models (analytical and functional) for the reduction of isolation in metropolitan areas are proposed. A guide for the reduction of isolation in metropolitan areas is described. This guide is designed to help concerned individuals to examine the problems and to search for solutions, and has 5 elements: (1) identification of the extent of isolation; (2) involving leaders and individuals; (3) developing strategies; (4) implementing the action; and (5) evaluation. Essays concerning litigation, proposed solutions, and research on desegregation discuss themes such as: (1) metropolitan school desegregation litigation;

(2) pursuing metropolitan desegregation in the courts; (3) isolation in metropolitan education and the impact of the courts; (4) the urban fiscal crisis (5) nonpublic schools and public school education; (6) the higher education system and public school isolation; (7) metropolitan research designs; and (8) factors affecting reduction of isolation in public education. (Author/AM)

ED 157 987 UD 018 552

Days, Drew S., III

Remarks by Drew S. Days, III, Before the International Association of Official Human Rights Agencies at the Washington Plaza Hotel, Seattle, Washington, July 17, 1978. Language Lacking Discrimination.

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date 17 Jul 78

Note—14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Affirmative Action, *Civil Rights, Language Role, *Language Usage, Minority Groups, Racial Discrimination, *Reverse Discrimination, Social Discrimination

Identifiers—*Bakke Allan, *Civil Equality

Progress has been made in civil rights and civil equality since 1964. Euphemisms in language, however, continue to impede the achievement of an end to discrimination in America. Examples of such vague and euphemistic terms are expressions such as "reverse discrimination" and "affirmative action," which fail to remind Americans that present discrimination must be eradicated not only in words but also in fact. A number of court cases on reverse discrimination (the Bakke case, for example) tend to obscure the real problems of the cumulative effects of racism and discrimination against minorities. (MC)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor — **Perception**

Title — Iconic signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — **ED 013 371**

AAAS Study Guides on Contemporary Problems

Alternatives in Science Teaching. Test Edition. AAAS Study Guides on Contemporary Problems, No. 4.
ED 157 787

Atmospheric Sciences. Test Edition. AAAS Study Guides on Contemporary Problems, No. 6.
ED 157 795//

Biosociology: A Study Guide. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 792

Ethical Issues and the Life Sciences. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 790//

The Ethnology of Traditional and Complex Societies. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 794//

Origin of Man: Problems in the Interpretation of New Evidence. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 786

Public Policy Analysis. Test Edition. AAAS Study Guides on Contemporary Problems No. 3.
ED 157 791

Social Impact Assessment. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 793

A Study Guide on Holography (Draft). Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 788

Ability

Ability Changes in Children Moving from Small to Large Isolated Communities. Institute for Research in Human Abilities Research Bulletin No. 70-003.
ED 157 647

Ability Identification

Children Move to Learn: A Guide to Planning Gross Motor Activities.
ED 157 621//

Abstracts

Investigations in Science Education, Vol. 3, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.
ED 157 778

Investigations in Science Education, Vol. 3, No. 2. Expanded Abstracts and Critical Analyses of Recent Research.
ED 157 779

Resources in Vocational Education. 1977. Volume 10. Number 4.
ED 156 893

Resources in Vocational Education. 1978. Volume 11. Number 2.
ED 156 894

Resources in Vocational Education. 1978. Volume 11. Number 3.
ED 156 895

Title I ESEA Projects: Digest of Annual Evaluations. Supplementary Edition 1977-1978. A historical summary, by the Department of Federal Evaluation Resources, of the key findings reported in the annual evaluations of each project. Report =7827.
ED 157 931

Academic Achievement

Change in National Science Achievement: Some Analysis Problems.
ED 157 709

A Comparison of Self-Contained and Resource Room Programs by Per Capita Expenditures, Student Achievement, and District Size in South Carolina.
ED 157 318

Course Design, Teaching Methods and Departmental Decisions. Occasional Paper 4.
ED 157 475

The Effects of Ethnicity Upon School Achievement.
ED 157 675

Effects of Family Orientation Within Socioeconomic Strata Upon Basic Skill Achievement.
ED 156 931

Elementary Magnet/Vanguard Plan Evaluation. 1976-77, Year II.
ED 157 908

Improving Educational Achievement. Report of the National Academy of Education Committee on Testing and Basic Skills To the Assistant Secretary for Education.
ED 157 919

Kindergarten Competencies as Predictors of Third Grade Achievement-Related Behaviors and Academic Achievement.
ED 157 909

Massachusetts Educational Assessment Program. Science and Ecology 1976-1977.
ED 157 933

Massachusetts Educational Assessment Program. Consumer Skills and Values 1976-1977.
ED 157 934

Psychological Effects of the "Open Classroom."
ED 156 972

The Relationship Between Student Achievement and Accreditation Variables Associated with the Student's School.
ED 157 913

Relationships Between Mobility and Academic Achievement: A Developmental Approach.
ED 156 966

Responsive Environment Early Education Program (REEEP): Third-Year Evaluation Study. Final Evaluation Report, 1977-78.
ED 157 668

A Review of the Findings of Phase II. Technical Note I-1. Beginning Teacher Evaluation Study.
ED 157 871

Academically Gifted

Elementary Magnet/Vanguard Plan Evaluation. 1976-77, Year II.
ED 157 908

The Self-Instructional Use of Programmed Creativity-Training Materials with Gifted and Regular Students.
ED 157 217

Teaching Gifted Children Literature in Grades Four through Six. Updated Edition.
ED 157 073

Teaching Gifted Students Literature in Grades Seven through Nine. Updated Edition.
ED 157 074

Teaching Gifted Students Literature and Language in Grades Nine through Twelve. Updated Edition.
ED 157 075

Academically Handicapped

Outreach Activities (Replication and Training Services) of the Responsive Environment Program for Spanish American Children (REPSAC). Final Evaluation Report, July 1, 1977-May 26, 1978, Third Year.
ED 157 669

Responsive Environment Early Education Program (REEEP): Third-Year Evaluation Study. Final Evaluation Report, 1977-78.
ED 157 668

Academic Aptitude

Attitudes and Aptitude in Learning French. Research Bulletin No. 13.
ED 157 381

Academic Failure

The Creation of Deviant Behavior in American High Schools.
ED 157 195

Academic Libraries

Academic Library Materials: Budgeting and Allocation (A Review of the Literature).
ED 157 502

The Application of Job Redesign Concepts to the Management of Academic Research Libraries.

ED 157 522
Library Service Enhancement Program, F.W. Crumb Memorial Library, State University College, Potsdam, New York. Final Report.
ED 157 554
Promotion and Publicity for On-Line Bibliographic Services in Academic Libraries.
ED 157 538

Academic Standards
Basic Skills Assessment. Manual for Setting Standards on the Basic Skills Assessment Tests.
ED 157 930//

Access to Education
Bibliography on New Forms of Post-Secondary Education.
ED 157 412
Black Students in the North Carolina Community College System: Implications for Educational Programming.
ED 157 576
Equity and Efficiency in Access to Advanced Education: A Reconsideration.
ED 157 491
An Exploratory Evaluation...Of U.S. Medical Schools' Efforts to Achieve Equal Representation of Minority Students.
ED 157 441
A Follow-up Study of Recipients of Virginia Tuition Assistance Grants, 1977-78.
ED 157 444
Higher Education Equity: The Crisis of Appearance Versus Reality. First Annual Report, 1977.
ED 157 493
Historical Perspectives on the Development of Equal Opportunity in Higher Education. Six Addresses Delivered at the University of Iowa Training Institute for EOP Administrators, 1973-74.
ED 157 427
Keynote Address of Ernest L. Boyer, United States Commissioner of Education at the Fifty-eighth Annual Convention of the American Association of Community and Junior Colleges, Atlanta, Georgia, Monday, April 10, 1978.
ED 156 984
Law, Medicine, Veterinary Medicine: Issues in Supply and Demand.
ED 157 424
Minority Admissions.
ED 157 477//
Senior Citizen Higher Education Opportunity Act. Hearing before the Subcommittee on Post-secondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 3542 to Require Recipients of Federal Aid to Higher Education to Provide Senior Citizens with Access, on a Space Available Basis, to Already Scheduled Courses and Programs.
ED 156 855

Accident Prevention
Fire in Your Life: A Catalog of Flammable Products & Ignition Sources.
ED 156 904

Accidents
Fire in Your Life: A Catalog of Flammable Products & Ignition Sources.
ED 156 904

Accounting
A Comparative Study of a Traditional Approach and a Multimedia Approach to Teaching the Accounting Cycle.
ED 157 585

Accreditation (Institutions)
The Relationship Between Student Achievement and Accreditation Variables Associated with the Student's School.
ED 157 913
University Accountability.
ED 157 432

Achievement
Change in National Science Achievement: Some Analysis Problems.
ED 157 709

Achievement Gains
The Impact of Varying Levels of Computer-Assisted Instruction on the Academic Performance of Disadvantaged Students. Research Bulletin.
ED 157 899
Is RENP a Cost Effective Supplement to the Regular DCPS Program? RMC Report UR-330.
ED 157 973
RENP Cost Effective in Middle and Late Elementary Grades. RMC Report UR-329.
ED 157 972

Achievement Rating
Grade Equivalent Scores. If Not Grade Equivalent Scores--Then What? NCME Measurement in Education. A Series of Special Reports of the National Council on Measurement in Education.
ED 157 950

Achievement Tests
Grade Equivalent Scores. If Not Grade Equivalent Scores--Then What? NCME Measurement in Education. A Series of Special Reports of the National Council on Measurement in Education.
ED 157 950
The Introduction of the Cooperative English Test at El Camino College.
ED 157 588
Kindergarten Competencies as Predictors of Third Grade Achievement-Related Behaviors and Academic Achievement.
ED 157 909
Measuring Achievement at the Primary and Junior Levels: An Analytical Review of Test Instruments Used in Evaluating Pupil Achievement and of Communicating Results to Parents.
ED 157 896//

Acoustical Environment
Report of the Research Committee on Microphones and Microphone Placement. American School Band Directors' Association, Research Committee Reports for the 18th Annual Convention, Pittsburgh, Pennsylvania, 1970.
ED 157 826

Acoustics
Twelve Years of Acoustical Research. American School Band Directors' Association, Research Committee Reports for the 17th Annual Convention, Hot Springs, Arkansas, 1969.
ED 157 825

Action Programs (Community)
A Community Planning Guide to Weatherization.
ED 157 785

Activities
The Library of Congress, 1977. A Brief Summary of Major Activities for the Fiscal Year Ending September 30, 1977.
ED 157 551
The Native American Videotape Archives - Catalog.
ED 157 665
Nature's Classroom. A Guide for the Los Angeles County Outdoor School.
ED 157 662
A Teacher's Manual for Outdoor Classrooms -- How to Plan, Develop, and Use Them.
ED 157 666

Adapted Physical Education
Developmental and Adapted Physical Education. Second Edition.
ED 157 885//
Teaching Physical Education in Elementary Schools. Sixth Edition.
ED 157 887//

Adaptive Testing
Estimation of Latent Trait Status Using Adaptive Testing Procedures.
ED 157 937
Simulated and Empirical Studies of Flexilevel Testing in Air Force Technical Training Courses. Final Report for Period 1 May 1975-30 April 1977.
ED 157 939

Adjustment (to Environment)
The Cognitive-Behavioral Management of Pain: Neurophysiological Relevancies.
ED 156 967
The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students Into Regular Classrooms in the Comprehensive High School. Introductory Practicum.
ED 157 216
Orientation to Authority in the Domiciliary.
ED 156 962
The Relationship Between Self Concept and Marital Adjustment.
ED 156 932
Relationships Between Mobility and Academic Achievement: A Developmental Approach.
ED 156 966
School Stress Management Training: An Integrated Approach.
ED 156 993
A Survey of Junior and Senior High School Programs for Educable Mentally Handicapped Students.
ED 157 224

Adjustment Problems
Survival Skills for Exceptional Parents.
ED 157 317

Administrative Organization
The Academic Game. A Simulation of Policy-Making in a University For 8 to 20 Players.
ED 157 471
Course Design, Teaching Methods and Departmental Decisions. Occasional Paper 4.
ED 157 475
An Organizational Model of Higher Education Institutions and Faculty Teaching Goals.
ED 157 433
Plan for the Center for Academic Development at Hamline University.
ED 157 423

Administrative Personnel
The Development of Competence: Staff Needs and Training Goals in American Higher Education.
ED 157 428
The Longer Reach.
ED 157 470
A Survey of the Opinions of School Psychologists, Administrators, Teachers, and University Trainers on the Delivery of Psychological Services in South Carolina's Public Schools.
ED 156 989

Administrative Problems
Stratification and Resegregation: The Case of Crossover High School, Memphis, Tennessee.
ED 157 954

Administrator Attitudes
Attitudes Toward Sex-Role Differentiation in Secondary Education.
ED 156 949

Administrator Characteristics
The Eastern Seaboard Community-Junior College President.
ED 157 562//

Administrator Evaluation
Superintendent Evaluation.
ED 157 176

Administrator Guides
Basic Skills Assessment. Manual for Setting Standards on the Basic Skills Assessment Tests.
ED 157 930//
Physical Fitness Programs for Law Enforcement Officers: A Manual for Police Administrators.
ED 157 873

Administrator Role
The Department Head: A Study of An Authoritarian Leadership Model in American Higher Education.
ED 157 411
Mainstreaming: A Practical Guide.
ED 157 606//
Order and Disruption in a Desegregated High School.
ED 157 193
Racism: How Shall We as Administrators Work for a Smooth Transition?
ED 157 966

Admission Criteria
Minority Admissions.
ED 157 477//
Proceedings of the Western Regional Working Conference on "Ethnic Minorities and the Health Professions" (1st, Salt Lake City, Utah, March 23-25, 1976).
ED 157 655
What Graduate and Professional School Students Think About Admissions Tests. NCME Measurement in Education. A Series of Special Reports of the National Council on Measurement in Education.

ED 157 903

Adolescence
Obsolescence of Adolescence.
ED 157 182

Adolescent Literature
About Indians: A Listing of Books, 4th Edition.
ED 157 644
Fiction for Adolescents: Theory and Practice.
ED 157 082
The Role of the Elderly Adult in Recent Young Adult Fiction.
ED 157 498

Adolescents
Changes in Student Motivational Structure During Adolescence: A Pilot Study.
ED 156 935
The Relationship of Reading Interests to Reading Comprehension for Low-Achieving Adolescents.
ED 157 020
Relationships Between Mobility and Academic Achievement: A Developmental Approach.
ED 156 966
Teenage Self Test: cigarette smoking. Discussion Leader's Guide. How do you score?
ED 157 928

Adoption
Focus on Adoption.
ED 157 604//
Handbook for Prospective Single Parents.
ED 157 619

Adult Basic Education
Literacy in Asia: A Continuing Challenge. Report of a Regional Experts Meeting, Bangkok, 22-28 November 1977.
ED 156 899//
A Study to Determine the Needs Perceived by St. Louis Adult Basic Education Students.
ED 156 835

Adult Characteristics
Adult Development and Learning. A Handbook on Individual Growth and Competence in the Adult Years for Education and the Helping Professions.
ED 156 823

Adult Counseling
Mid-Life Career Change.
ED 156 826

Adult Development
Adult Development and Learning. A Handbook on Individual Growth and Competence in the Adult Years for Education and the Helping Professions.
ED 156 823
Mid-Life Career Change.
ED 156 826
Toward a Definition of Individual Growth in the Context of Rural Community Problem Solving.
ED 156 825

Adult Education
Adult Education and Development with Special Reference to the Arab States. Final Report. Proceedings of the International Expert Panel (Sirs-El-Layyan, Menoufia - A.R.E., November 29-December 9, 1975).
ED 156 879
E.S.L.: A Community-Based Program. TEAL Occasional Papers, Vol.1, 1977.
ED 157 386
The History and Development of Public School Adult and Community Education in Michigan, 1862-1977.
ED 157 848
A National Focus on Competency-Based Adult Education.
ED 156 911
Plan for the Center for Academic Development at Hamline University.
ED 157 423
Results of the Adult Continuing Education Survey Conducted During the 1977 Fall Evening School Semester.
ED 157 572

Adult Education Programs
Project Train: Teacher Corps Cycle X.
ED 157 879

Adult Learning
Adult Development and Learning. A Handbook on Individual Growth and Competence in the Adult Years for Education and the Helping Professions.
ED 156 823
Word Recognition Strategies of Adult Beginning Readers.
ED 157 048

Adult Literacy
Aliteracy and a Changing View of Reading Goals.
ED 157 052
The Economic Benefits of Schooling and Reading Competence.
ED 157 900
Word Recognition Strategies of Adult Beginning Readers.
ED 157 048

Adult Performance Level
A National Focus on Competency-Based Adult Education.
ED 156 911

Adult Programs
Mid-Life Career Change.
ED 156 826

Adults
Adult Development and Learning. A Handbook on Individual Growth and Competence in the Adult Years for Education and the Helping Professions.
ED 156 823
Adult Needs Assessment in Oklahoma.
ED 156 852
Major Learning Efforts: Recent Research and Future Directions.
ED 156 828

Adult Students
Returning Women Students: A Study of Stress and Success.
ED 156 971
Women in a Changing World: A Handbook on a Pre-Admission Counseling Program for Mature Women Students.
ED 156 982

Advanced Programs
Elementary Magnet/Vanguard Plan Evaluation. 1976-77, Year II.
ED 157 908

Advanced Students
Don't Hold Them Back. A Critique and Guide to New High School-College Articulation Models.
ED 157 414

Advertising
The Impact of Political Television Commercials.
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Perceptions of the Advertising Man as Held by Future Practitioners and Their Neighbors.
ED 157 080

Advertising Personnel
Perceptions of the Advertising Man as Held by Future Practitioners and Their Neighbors.
ED 157 080

Advisory Committees
Can Instructional Quality Be Preserved as Enrollments Decline?
ED 157 154
The Effects of Affirmative Action on the Role of the Employment Screening Committee.
ED 157 589
A Follow-Up Study of the Development and Implementation of an In-Service Training Dealing with the Use of Advisory Committees in Michigan's Vocational Education Programs.
ED 156 845
Resource Guide and Bibliography on School Councils.
ED 157 142
Sharing the Power? A Report on the Status of School Councils in the 1970's.
ED 157 143

Aerospace Education
Elementary School Aerospace Activities: A Resource for Teachers.
ED 157 712
Teachers' Guide for Aviation Education. For Use in Grades Two Through Six. Communication Arts, Science, Social Studies, Health, Career Education.
ED 156 856

Affective Behavior
Empathy as Either a Cognitive or an Affective Process.
ED 156 998
A Study of the Relationship Between Self Concept and Reading.
ED 157 005

Affective Objectives
Affective Education: A Positive Approach to School Crime.
ED 157 184
Aims of Education.
ED 157 894//
Evaluation in the Affective Domain. NSPER: 76.
ED 157 911

Affective Tests
Evaluation in the Affective Domain. NSPER: 76.
ED 157 911
Latent Trait Theory in the Affective Domain--Applications of the Rasch Model.
ED 157 944

Affiliation Need
Changes in Student Motivational Structure During Adolescence: A Pilot Study.
ED 156 935

Affirmative Action
Affirmative Action for Blacks in Higher Education: A Report.
ED 157 449//
The Effects of Affirmative Action on the Role of the Employment Screening Committee.
ED 157 589
A Fast-Track Late-Entry Program for Women in Engineering.
ED 157 691
Problems in the Federal Employee Equal Employment Opportunity Program Need to Be Resolved. U.S. Civil Service Commission and Other Federal Agencies. Report to the Congress.
ED 156 890
Remarks by Drew S. Days, III, Before the International Association of Official Human Rights Agencies at the Washington Plaza Hotel, Seattle, Washington, July 17, 1978. Language Lacking Discrimination.
ED 157 987
Self-Evaluation Package. Designed to Meet Requirements of the Department of Health, Education and Welfare for Compliance by Institutions of Higher Education with Title IX of the Education Amendments of 1972 and Its Implementing Regulations.
ED 157 419

African Languages
Language in African Education: A Comparative Analysis of the Curricular Elements of School Texts. Occasional Paper No. 2.
ED 157 396

Age
The Development of a Measure of Attitudes Toward Age. Research Report = 8-77.
ED 157 946
Organizing a Course in the Psychology of Aging.
ED 157 457
Working With Older People: A Guide to Practice. Volume III, The Aging Person: Needs and Services.
ED 156 952

Age Differences
The Development of a Measure of Attitudes Toward Age. Research Report = 8-77.
ED 157 946
Old Men and Young Women: Partners in Discrimination.
ED 156 928
Premise and Inference Memory as a Function of Age and Context.
ED 157 910

Agency Role
National Study of Social Services to Children and Their Families. Overview.
ED 157 964
The New England Farm Workers' Council: Case Study of a Community Service Organization.

ED 157 664
[Rate Justification for Child Care.]
ED 157 614
Rural Development Progress: Fourth Annual Report of the Secretary of Agriculture to the Congress, 1977.
ED 157 652

Aging
The Subculture of the Aging, Aging Group-Conciousness, and Morale.
ED 156 963

Agribusiness
Women in American Agriculture, a Selected Bibliography. Library List 103.
ED 157 663

Agricultural Chemical Occupations
Applicator Training Manual for: Aerial Application of Pesticides.
ED 157 721
Aquatic Pest Control. Bulletin 754.
ED 157 728
Regulatory Pest Control. Pesticide Bulletin 1.
ED 157 727
Seed Treatment. Bulletin 760.
ED 157 731
Training for Certification: Demonstration & Research Pest Control.
ED 157 752

Agricultural Education
Applicator Training Manual for: Agricultural Animal Pest Control.
ED 157 722
Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers. Suggestions for Teachers and School Administrators in Developing Educational Programs for Out-of-School Young Farmers. (Revised.)
ED 156 834
Vocational Agriculture Education. Agricultural Mechanics.
ED 156 921
Women in American Agriculture, a Selected Bibliography. Library List 103.
ED 157 663

Agricultural Engineering
Vocational Agriculture Education. Agricultural Mechanics.
ED 156 921

Agricultural Laborers
The Hired Farm Working Force of 1976.
ED 157 677
Sweatshops in the Sun - Child Labor on the Farm.
ED 157 653//

Agricultural Machinery
Vocational Agriculture Education. Agricultural Mechanics.
ED 156 921

Agricultural Production
Pesticide Applicator Certification Training, Manual No. 1a: Agricultural Pest Control. a. Plant.
ED 157 746

Agricultural Safety
Applicator Training Manual for: Aerial Application of Pesticides.
ED 157 721

Agriculture
Applicator Training Manual for: Agriculture Plant Pest Control.
ED 157 723
Applicator Training Manual for: Aquatic Weed Control.
ED 157 748
Applicator Training Manual for: Seed Treatment Pest Control.
ED 157 725
Women in American Agriculture, a Selected Bibliography. Library List 103.
ED 157 663

Aircraft Pilots
Applicator Training Manual for: Aerial Application of Pesticides.
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Assumptions Underlying Programs Used to Prevent or Reduce Student Violence in Secondary Schools.
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Coping with Vandalism in Family, School, and Community.
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ED 157 244
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ED 157 305
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ED 157 292
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ED 157 622
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The Relationship of Parental Attitudes and Drug-Taking Behavior to College Students' Use of Marijuana. ED 156 964
School Crime and Belongingness. ED 157 190
Schools: Antiquated Systems of Social Control. ED 157 191
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School, Alienation, and Delinquency.
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The Development of Social Competence Through Role-Taking and Sociodramatic Activities.
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Measures of Development Among Young Children: Socio-Emotional Domain.
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Training Methods for Special Education Teachers of the Future.
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Nonbiased Assessment and School Psychology.
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Student Evaluation of Teacher Performance
Classroom Seating Patterns and Student Ratings.
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Improving College Teaching by Encouraging Wider Student Participation.
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Instructional Analysis Kit.
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Obsolescence of Adolescence.
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The Effectiveness of Bottom-Line Services for Today's Student: A Study of Nine Community Colleges.
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Rebellion Against Authority in High Schools.
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Target Structure and Rule Conspiracies: Syntactic Exploitation.
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Faculty Evaluation of an Instructional Support Center.
ED 157 495
Human Relations in School Settings.
ED 157 194
Teachers' Perceptions of Instructional Leadership and Teacher Evaluation Processes.
ED 157 892

Teacher Behavior
The Influence of a Training Intervention for Business-Like Behavior on the Business-Like Behavior and Level of Warmth of Preservice Elementary Teachers.
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Measuring the Level of Curriculum Activity in Schools.
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ED 157 869
A MultiComponent Approach to Evaluation for Teacher Improvement.
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ED 157 243

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Developing Learning Activity Packages in Social Studies Education.
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ED 157 804
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Developing Learning Package Activities.
ED 157 803
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English Language Teaching Profile: Poland.
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Evaluation in Training Special Teachers - A Universal Dilemma.
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Mainstreaming: A Practical Guide.
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Improving Teaching in Higher Education.
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A Meta Evaluation Pilot Study of a Clinical Teacher Evaluation Model.
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A MultiComponent Approach to Evaluation for Teacher Improvement.
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Teacher Improvement
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Faculty Growth Contracts.
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A MultiComponent Approach to Evaluation for Teacher Improvement.
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Teacher Influence
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Values: Jaundiced Perversions/Lucid Alternatives.
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Teacher Participation
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Who Should Teach the Gifted.
ED 157 336

Teacher Role
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Educational Leadership and Multiracial Schools.
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Future Projections for Professional Preparation.
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The Imperceptibly Handicapped Preschool Child in the Classroom: An Approach to Knowledge, Awareness, and Understanding.
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The Learning Resource Model in a School System.
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Personnel Preparation: International Comparisons.
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The Preparation of Kindergarten and First Grade Teachers in the Instruction of Skills Helpful to Pupil Reading Success.
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Teaching Foreign Languages in Schools: The Silent Way.
ED 157 403
Who Should Teach the Gifted.
ED 157 336

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Teach Unto Teachers As You Would Have Them Teach Unto Children.
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Teaching Mathematics: An Integration of Skill and Knowledge.
ED 157 515
Teaching Strategies to Improve Literacy Skills.
ED 157 025
Who Should Teach the Gifted.
ED 157 336

Teaching Models
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Teaching Quality
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Teaching Skills
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ED 157 612//
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ED 157 889
On Teaching.
ED 157 460

Teaching Styles
The Influence of a Training Intervention for Business-Like Behavior on the Business-Like Behavior and Level of Warmth of Preservice Elementary Teachers.
ED 157 891
A Meta Evaluation Pilot Study of a Clinical Teacher Evaluation Model.
ED 157 869

Teaching Techniques
Communication Games and Simulations.
ED 157 138
Congruence in Philosophy and Pedagogy of Reading.
ED 157 019
Contract Grading in Speech Communication Courses.
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The Impact of Political Television Commercials.
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ED 157 740
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ED 157 516

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The Native American Videotape Archives - Catalog.
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Patient Anxiety Reduction Through Mediated Role Modeling in a Dental Setting.
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ED 157 582
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ED 156 959

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ED 156 881

Wages
Seven Years Later: The Experiences of the 1970 Cohort of Immigrants in the U.S. Labor Market.
ED 156 901
The Valuation of Housework: A Problem of Conceptualization and Measurement.
ED 156 950
The Youth Labor Market: A Dynamic Overview.
ED 156 877

Walkabout
WALKABOUT: An Educational Program Preparing Young Adults for the Future.
ED 156 969

Washington
Directory of Nonpublic Schools. State of Washington. 1977-1978.
ED 157 175

Postsecondary Education Enrollment Trends, Forecast, and Issues in Washington: 1970-1990. ED 157 478
Training Migrant Paraprofessionals in Bilingual Mini Head Start. Interim Evaluation 1976-77 Program Year. Evaluation of Progress No. 10 in a Series. ED 157 642

Washington State Oral Aural History Program
Oral History Index. Washington State Oral/Aural History Program, 1974-1977 [And] Oral History Microfiche Set. ED 157 844//

Waste Disposal
Anti-Litter Curriculum Packet, Interdisciplinary, K-12. ED 157 773
Water Reuse Highlights: A Summary Volume of Wastewater Reclamation and Reuse Information. ED 157 718

Waste Water Treatment
Sanitary Engineering Unit Operations and Unit Processes Laboratory Manual. ED 157 687//

Water Pollution Control
Application of LANDSAT to the Surveillance of Lake Eutrophication in the Great Lakes Basin. Final Report. ED 157 688
Chemistry for Pollution Control. ED 157 758
A Conceptual Analysis of the Economic Effects of an Effluent Charge on an Industry--An Exemplary Environmental Problem-Solving and Policy Development Aid Designed for Instructional Purposes. ED 157 686
A Guide to the Common Diatoms at Water Pollution Surveillance System Stations. ED 157 796
An Instructors Guide to Water Pollution. Test Edition. AAAS Study Guides on Contemporary Problems, No. 5. ED 157 789//
An Introduction to the Identification of Chironomid Larvae. ED 157 797
Water Reuse Highlights: A Summary Volume of Wastewater Reclamation and Reuse Information. ED 157 718

Water Quality
Water Reuse Highlights: A Summary Volume of Wastewater Reclamation and Reuse Information. ED 157 718

Water Resources
Environment and the Humanities. ED 157 772
An Instructors Guide to Water Pollution. Test Edition. AAAS Study Guides on Contemporary Problems, No. 5. ED 157 789//
Training for Certification: Aquatic Pest Control. ED 157 751

Water Treatment
Water Reuse Highlights: A Summary Volume of Wastewater Reclamation and Reuse Information. ED 157 718

Weatherization
A Community Planning Guide to Weatherization. ED 157 785

Weeds
Applicator Training Manual for: Aquatic Weed Control. ED 157 748
Aquatic Pest Control. Bulletin 754. ED 157 728
Field and Forage Crop Pests. MEP 310. ED 157 738
Fruit Crop Pests. MEP 312. ED 157 740
Right-Of-Way Pest Control. Bulletin 762. ED 157 732
Vegetable Crop Pests. MEP 311. ED 157 739

Weekend Programs
Week-End College, A Cooperative Approach to Teaching Children with Handicaps. ED 157 338

Welfare
The Dynamics of Welfare Dependency: A Survey. Rand Paper Series P5769. ED 157 962

Welfare Agencies
Focus on Adoption. ED 157 604//
Focus on Parental Visiting. ED 157 605//

Welfare Dependency
The Dynamics of Welfare Dependency: A Survey. Rand Paper Series P5769. ED 157 962

Welfare Recipients
The Dynamics of Welfare Dependency: A Survey. Rand Paper Series P5769. ED 157 962

Welfare Services
The Dynamics of Welfare Dependency: A Survey. Rand Paper Series P5769. ED 157 962
An Evaluation of the Pilot Child Care Sliding Fee Program in Ramsey County. ED 157 609
Paper on the Role of Minnesota's Public Schools in Early Childhood and Family Education and Child Day Care. ED 157 628

Western Civilization
Origins of Western Literacy. Four Lectures delivered at the Ontario Institute for Studies in Education, Toronto, March 25-28, 1974. Monograph Series No. 14. ED 157 053//

Western Michigan University
Defining Effective Community Service in a University Setting. ED 157 429
Enlarging the Career Aspirations of Women Students by Alleviating Math and Science Anxiety. ED 157 417

West Indies
Special Education in Economically Deprived Areas. ED 157 326

West Philadelphia High School PA
The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students Into Regular Classrooms in the Comprehensive High School. Introductory Practicum. ED 157 216

Wholesaling
Marketing and Distributive Education. Wholesaling Curriculum Guide. ED 156 858

Wisconsin
Health Care Needs of a Hispanic Population in Dane, Dodge, and Jefferson Counties. ED 157 657

Wittgenstein (Ludwig)
Congruence in Philosophy and Pedagogy of Reading. ED 157 019

Womens Education
Enlarging the Career Aspirations of Women Students by Alleviating Math and Science Anxiety. ED 157 417
A Fast-Track Late-Entry Program for Women in Engineering. ED 157 591
Financial Aid: A Partial List of Resources for Women. ED 157 480
A Woman's Place is Everywhere. ED 157 575
Women in Higher Education. Papers from a Conference Held in London on 29 June 1973. ED 157 489

Womens Studies
Modern Feminist Ficton: A Course for Returning Women Students. ED 157 093
Strangers in Paradise: The Life and Literature of Foreign-Born Women in California. ED 157 703
Women and Language. ED 157 099

Word Order
Punjabis Learning English: Word Order. TEAL Occasional Papers, Vol. I, 1977. ED 157 385

Word Recognition
Children's Awareness of Word Boundaries as a Cueing Convention in Written Language. ED 157 031
Word Recognition Strategies of Adult Beginning Readers. ED 157 048

Word Study Skills
New Perspectives on Teaching Vocabulary. Language in Education: Theory and Practice, No. 8. ED 157 406

Work Attitudes
Working in the People's Republic of China. ED 156 886

Work Environment
School, Alienation, and Delinquency. ED 157 189
Working in the People's Republic of China. ED 156 886

Work Environment Preference Schedule
Orientation to Authority in the Domiciliary. ED 156 962

Work Experience Programs
Director's Report for Senior Semester Program, 1974-75. McKeesport Area Senior High School. ED 157 165
Youth Serving the Community: Realistic Public Service Roles for Young Workers. Final Report. ED 156 838

Working Women
Baseline Data on Mid-Career Change and Reentry for Black Women. ED 157 979//
Conference on the Educational and Occupational Needs of Black Women. December 16-17, 1975. Compendium. Volume 2: Research Papers. ED 157 961
Policy Issues on Day Care: The Special Needs of Black Working Women. ED 157 981//
State Labor Laws in Transition: From Protection to Equal Status for Women. Pamphlet 15. ED 156 840
A Study of the Participation of Women in the Health Care Industry Labor Force. Executive Summary. ED 156 917
The Valuation of Housework: A Problem of Conceptualization and Measurement. ED 156 950
A Working Paper on Child Day Care Policy Proposals for the State of Minnesota. ED 157 627

Workjobs
Workjobs II: Number Activities for Early Childhood. ED 157 623//

Worksheets
A Program for Job Related Reading Training. ED 157 014

Workshops
Enlarging the Career Aspirations of Women Students by Alleviating Math and Science Anxiety. ED 157 417
A Report: Resource Identification Workshops. ED 157 549
UNISIST: A Course in Administration for Managers of Information Services: Design, Implementation and Topical Outline. ED 157 499

World Geography
Bringing Energy to the People: Washington, D.C. and Ghana. Grades 6,7. Interdisciplinary

Student/Teacher Materials in Energy, the Environment, and the Economy.
ED 157 817

Writing
Interdisciplinary Research toward a Theory of Writing.
ED 157 062
Into Print: A Practical Guide to Writing, Illustrating, and Publishing.
ED 157 056//
Twenty-two Young Indiana Writers; Winners of the National Council of Teachers of English 1977 Achievement Awards.
ED 157 071
Written Products and the Writing Process.
ED 157 059

Writing Exercises
Individual Instruction: Tailored to Particular Needs and Specific Disciplines.
ED 157 085
Sentence-Combining and College Composition.
ED 157 077

Writing Skills
A Cognitive Science Approach to Writing. Technical Report No. 89.
ED 157 039
Evaluation of Student Writing: A Comparative Study.
ED 157 434
Individual Instruction: Tailored to Particular Needs and Specific Disciplines.
ED 157 085
A Study To Assess Students' Writing Remediation Needs and a Plan to Provide Personnel and Instructional Materials to Meet Those Needs.
ED 157 070
Write before Writing.
ED 157 094
Writing as Self-Discovery: Teaching Writing Skills to Non-Native Speakers. TEAL Occasional Papers, Vol. 2, 1978.
ED 157 388

Written Language
A Cognitive Science Approach to Writing. Technical Report No. 89.
ED 157 039
Origins of Western Literacy. Four Lectures delivered at the Ontario Institute for Studies in Education, Toronto, March 25-28, 1974. Monograph Series No. 14.
ED 157 053//
A Symposium in Rhetoric.
ED 157 097

Yearbooks
Staff Organization and Training.
ED 157 084

Young Adults
The Causes of Marital Disruption among Young American Women: An Interdisciplinary Perspective.
ED 156 923

Young Farmer Education
Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers. Suggestions for Teachers and School Administrators in Developing Educational Programs for Out-of-School Young Farmers. (Revised.)
ED 156 834

Youth Camps
Youth Camp Safety & Health. Suggested State Statute & Regulations.
ED 157 660

Youth Employment
The Challenge of Youth Employment in Urban Areas.
ED 156 914
The Lingering Crisis of Youth Unemployment.
ED 157 985//
The Youth Labor Market: A Dynamic Overview.
ED 156 877
Youth Serving the Community: Realistic Public Service Roles for Young Workers. Final Report.
ED 156 838

Youth Opportunities
Youth in Force in the Labor Force.
ED 156 912

Youth Problems
The Challenge of Youth Employment in Urban Areas.
ED 156 914
Cost and Service Impacts of Deinstitutionalization of Status Offenders in Ten States: "Responses to Angry Youth."
ED 156 943
Federal Juvenile Delinquency Programs: First Analysis and Evaluation. Volumes One and Two.
ED 156 990
Youth in Force in the Labor Force.
ED 156 912

Youth Programs
Youth in Force in the Labor Force.
ED 156 912
Youth Socialization Via National Service.
ED 156 936

Zero Base Budgeting
Resource Allocation Reforms: Zero-Base Budgeting and Marginal Utility Analysis in Higher Education.
ED 157 410

Zoology
Marine Flora and Fauna of the Northeastern United States. Copepoda: Lernaeopodidae and Sphyriidae.
ED 157 714

Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Author — Norberg, Kenneth D.

Title — Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writing and Research Findings, Final Report.

Accession Number — ED 013 371

Abbott, Cleo
Hoppergrass and Stickerbush: A Beginning. A Guide to Activities and Strategies in Environmental Education, Grades K-5.
ED 157 763

Adams, Arvil V.
The Lingering Crisis of Youth Unemployment.
ED 157 985//

Adams, Kay Angona
The Implementation of a System of Educational Development for Undergraduate Pharmacy Education. Final Report.
ED 157 448

Adejumo, Dayo
Performance on Factual and Inferential Post-Test Items in Prose Comprehension.
ED 157 069

Akanbi, David
Instructional Development in Higher Education: A Case Study of the Learning Resources Service, Southern Illinois University at Carbondale.
ED 157 439

Alderton, Gordon
Science Study Aids 6: Lysozyme - The Cooperative Enzyme.
ED 157 698

Alegria, Ana
Teacher Training Program in Mental Retardation Initiated Through Support of Project HOPE.
ED 157 325

Allen, K. Eileen
Early Intervention and Integration: Implications for Research.
ED 157 306

Allen, Rodney F., Ed.
Environment and the Humanities.
ED 157 772

Allen, W. A.
Pesticide Applicator Certification Training, Manual No. 1a: Agricultural Pest Control. a. Plant.
ED 157 746

Almquist, Alan J.
Origin of Man: Problems in the Interpretation of New Evidence. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 786

Altman, Reuben
An Empirical Study of the Development of Memory and Metamemory in Mild and Moderately Retarded Children.
ED 157 286

Alzate, Gloria
Analysis of Testing Problems in Spanish-Speaking Children.
ED 157 282

Anderson, Barry D.
The Costs of Legislated Minimal Competency Requirements. A background paper prepared for the Minimal Cometency Workshops sponsored by the Education Commission of the States and the National Institute of Education.
ED 157 947

Anderson, G. Lester, Ed.
Land-Grant Universities and their Continuing Challenge.
ED 157 450//

Anderson, Thomas H.
The Development and Evaluation of a Self-Questioning Study Technique. Technical Report No. 87.
ED 157 037
Development and Trial of a Model for Developing Domain Referenced Tests of Reading Comprehension. Technical Report No. 86.
ED 157 036

Andre, Marli E.D.A.
The Development and Evaluation of a Self-Questioning Study Technique. Technical Report No. 87.
ED 157 037

Andrew, Josef
Twenty-two Young Indiana Writers; Winners of the National Council of Teachers of English 1977 Achievement Awards.
ED 157 071

Andrews, R. J.
Implications of Some Australian Research for Future Special Education.
ED 157 276

Antos, Joseph R.
The Youth Labor Market: A Dynamic Overview.
ED 156 877

Archer, Anita
Short Term Objectives. (SCAT Project, Title VI-G).
ED 157 228

Armstrong, David F.
The Graduates 1977: A Follow-up Study of the Students Who Graduated from Montgomery College in 1977.
ED 157 593

Armstrong, Ivan J.
Auto Mechanics, Volume I. Instructional Units.
ED 156 918
Auto Mechanics. Volume II. Instructional Units.
ED 156 919

Arnold, Roslyn, Ed.
A.A.T.E. Guide to English Books 1977.
ED 157 065

Ashcroft, S. C.
Improving Instruction Through the Exchange of Information on Instructional and Professional Materials for Special Education.
ED 157 279

Ashley, James
Cluster 4, 5 & 6: Interdisciplinary Development of Environmental Activities and Sources. Revised Edition.
ED 157 775//

Askins, Billy E.
Outreach Activities (Replication and Training Services) of the Responsive Environment Program for Spanish American Children (REPSAC). Final Evaluation Report, July 1, 1977-May 26, 1978, Third Year.
ED 157 669
Responsive Environment Early Education Program (REEEP): Third-Year Evaluation Study. Final Evaluation Report, 1977-78.
ED 157 668

Atwood, Janet
Career Education Activity Manual: 4th, 5th, and 6th.
ED 156 869

Atwood, L. Erwin
Political Attitudes, Political Activity, and Communication: A Typal Analysis.
ED 157 116

Austin, Mary C.
Does Modality Preference Make a Difference? The Results of a Three-Year Study--Literature Review.
ED 157 026
Does Modality Preference Make a Difference? The Results of a Three-Year Study--Empirical Data.
ED 157 027

Avila, Hector
A Microwave Course in Spanish (for English Speakers).
ED 157 372

Ayers, Jerry B.
Attitudes Toward Women, College Major and Authoritarianism.
ED 157 927

Bailey, Robert L.
Minority Admissions.
ED 157 477//

Baird, Leonard L.
What Graduate and Professional School Students Think About Admissions Tests. NCME Measurement in Education. A Series of Special Reports of the National Council on Measurement in Education.
ED 157 903

Baker, Linda
Processing Temporal Relationships in Simple Stories: Effects of Input Sequence. Technical Report No. 84.
ED 157 016

Balch, Philip
Delivery Strategies in Behavioral Obesity Treatment: Comparing Type and Degree of Therapist Contact in Treating the Obese.
ED 156 937

Baldwin, Robert D.
Training the Electronics Maintenance Technician.
ED 156 889

Ball, William A.
Perceived Movement in the Visual Crib.
ED 157 641

Balles, Nancy J.
The Unenforced Law: Title IX Activity by Federal Agencies other than HEW. Report.
ED 157 151

Baratta, Mary Kathryne
Follow-Up of 1977 Occupational Graduates.
ED 157 578

Baratta-Lorton, Mary
Workjobs II: Number Activities for Early Childhood.
ED 157 623//

Barbarisi, Robert V.
The Client: Working with Linking Agents to Find and Use Resources.
ED 157 177

Barclay, James R.
Temperament Clusters and Individual Differences in the Elementary Classroom: A Summary.
ED 157 600

Bardwell, Ann S.
Workshop for Occupational Home Economics Teachers on Working with Students with Special Needs. Final Report.
ED 157 248

Barnard, Kathryn E.
Child Health Assessment. Part 2: Results of the First Twelve Months of Life. Final Report. Nursing Child Assessment Project.
ED 157 949

Barnett, George A.
An Associational Model for the Diffusion of Complex Innovations.
ED 157 109

Bartz, David
A MultiComponent Approach to Evaluation for Teacher Improvement.
ED 157 888

Baxter, Janice H.
Curriculum for an Early Childhood Gifted and Talented Program.
ED 157 280

Bayne, G. Keith
An Assessment of Vocational Education Needs of the Disadvantaged and Handicapped in Kentucky. Final Report.
ED 157 247

Beard, Ruth M.
Course Design, Teaching Methods and Departmental Decisions. Occasional Paper 4.
ED 157 475

Beck, Michael D.
Gender Balance Analysis of the Metropolitan Achievement Tests, 1978 Edition.
ED 157 925

Befring, Edward
Personnel Preparation for Special Education in Norway. An International Comparison.
ED 157 270

Belloni, Loretta T.
The Relationship of Reading Interests to Reading Comprehension for Low-Achieving Adolescents.
ED 157 020

Bennett, Edward L.
Trends in Research on Neural Mechanisms in Processing and Storage of Information. (A Report Prepared for the National Institute of Education.)
ED 156 954

Berens, Gloria
The Motivation Advance Process. Leader's Guide.
ED 156 981

Berger, Allen
Contributions of Ethics and Philosophy to Reading Instruction and Research.
ED 157 054
Guidelines for Teams Evaluating the Reading Component of Teacher Education Programs.
ED 157 009

Berkove, Gail
Returning Women Students: A Study of Stress and Success.
ED 156 971

Berson, Janet S.
Perceived Costs of Combining Career and Family Roles: The Influence of Early Family History on Adult Role Decisions.
ED 156 953

Bertram, Charles L.
An Examination of the Relationships Between Research Methodologies and Study Characteristics of 57 Selected Needs Sensing Activities.
ED 157 148

Beschner, George, Ed.
Symposium on Comprehensive Health Care for Addicted Families and Their Children. May 20 and 21, 1976, New York, New York.
ED 156 987

Bevis, Dianne
Skills Screener: Guide to Administration and Scoring.
ED 157 227

Bishop, Arthur, Ed.
Learning to Read. Focus 4.
ED 157 013

Bishop, Doris
Two Innovative Programs in a Small Town in Iowa: Planning, Development, and Evaluation.
ED 157 632

Bishop, Elizabeth S.
Self-Concept and Family Relations in Physically Handicapped Adolescents in British Day and Residential Special Schools.
ED 157 289

Bissonnier, Henri
What Have We to Give, What Have We to Receive, What We Deal with the Developing Countries?
ED 157 273

Blacher-Dixon, Jan
The Development of Social Competence Through Role-Taking and Sociodramatic Activities.
ED 157 290

Blackwell, Margaret
E.S.L.: A Community-Based Program. TEAL Occasional Papers, Vol.1, 1977.
ED 157 386

Blake, Charles
Recognizing Physical Disability as a Social Problem.
ED 156 959

Blank, Rolf
An Organizational Model of Higher Education Institutions and Faculty Teaching Goals.
ED 157 433

Blau, Harold
Medication, Predelinquency, and Delinquency: An Eight Year Study.
ED 156 979

Blazek, Ron, Comp.
The Black Experience: A Bibliography of Bibliographies, 1970-1975.
ED 157 519

Blosser, Patricia E., Ed.
Investigations in Science Education, Vol. 3, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.
ED 157 778
Investigations in Science Education, Vol. 3, No. 2. Expanded Abstracts and Critical Analyses of Recent Research.
ED 157 779

Blum, Mark
Developmental Education and the University College: A Competency-Based Approach to Education.
ED 157 813

Blum, Mark E.
Ideas and Research: A Course Introducing Inquiry in the Social Sciences and Humanities [And] Summary.
ED 157 812

Bobys, Aline R.
Beginning Reading Instruction: Making Sense or Nonsense?
ED 157 051

Boeschen, John
Science Study Aids 1: Dehydration for Food Preservation.
ED 157 693
Science Study Aids 5: Tannin - Nature's Filter.
ED 157 697
Science Study Aids 6: Lysozyme - The Cooperative Enzyme.
ED 157 698

Bonifay, Rosemary W., Ed.
Elementary Language Arts Program Management Guide (Kindergarten-Grade Five).
ED 157 089
Sample Teaching Evaluation Packet; Elementary Language Arts.
ED 157 090

Bonin, Therese M.
The Role of Colloquial French in Communication and Implications for Language Instruction. CAL-ERIC/CLL Series on Languages and Linguistics, No. 56.
ED 157 409

Book, Cassandra L.
Contract Grading in Speech Communication Courses.
ED 157 112

Boraks, Nancy
Word Recognition Strategies of Adult Beginning Readers.
ED 157 048

Bornscheuer, Joan H.
Reading in a Foreign Language: A Multi-Skill Approach.
ED 157 395

Bottomly, Forbes, Ed.
Exploring Metropolitan Ways Toward Reducing Isolation: Prospects for Progress. Report No. 104.
ED 157 986

Boule, Rosa
Columbia County Environmental Resource Guide, Grades 7-12.
ED 157 765

Bourgoin, Edward
Foreign Languages and Your Career.
ED 156 880

Bowyer, Timothy H.
Ornamental and Turf Pest Control. Bulletin 764.
ED 157 734

Boyan, Craig
The Satellite System: A Model for Deinstitutionalization.
ED 157 353

Boyer, Ernest L.
Keynote Address of Ernest L. Boyer, United States Commissioner of Education at the Fifty-eighth Annual Convention of the American Association of Community and Junior Colleges, Atlanta, Georgia, Monday, April 10, 1978.
ED 156 984

Braaten, Larry
List of State-Administered Exemplary Projects in Vocational Education. Fiscal Year 1976.
ED 156 831

Bradley, Valerie J.
A Guide to Federal Housing Programs for the Mentally Disabled.
ED 157 253

Brainard, Lynn
Westside Outdoor Teacher's Guide, Grades K-6.
ED 157 766

Bramson, Leon
Mid-Life Career Change.
ED 156 826

Brandt, Sandy, Ed.
S.T.E.P. - Students Toward Environmental Participation - Into Your Environment.
ED 157 757

Brandwein, Carole
A Didactic and Therapeutic Model of Intervention in Working with Adult Children of Aged Parents.
ED 156 933

Braverman, Mara, Ed.
Teacher Training Program: Leader's Handbook. Law in a Free Society.
ED 157 843//

Brehman, George E., Jr.
A Study of Faculty Workload in Pennsylvania State-owned Institutions of Higher Education, 1975-77.
ED 157 458

Breiter, Joan
A Survey of the Status of Education for Gifted Elementary Children in the State of Iowa. Volume III, Issue II.
ED 157 236

Brinkerhoff, David B.
Postsecondary Education Enrollment Trends, Forecast, and Issues in Washington: 1970-1990.
ED 157 478

Brody, Gene H.
An Intensive Analysis and Discussion of Methodological Approaches to the Study of Parent-Child Relationships by Child Development and Family Researchers.
ED 156 985

Bronfenbrenner, U.
Day Care in Context: An Ecological Perspective on Research and Public Policy. (Revised Edition).
ED 157 637

Brostoff, Anita
Individual Instruction: Tailored to Particular Needs and Specific Disciplines.
ED 157 085

Brotman, Richard, Ed.
Symposium on Comprehensive Health Care for Addicted Families and Their Children. May 20 and 21, 1976, New York, New York.
ED 156 987

Brown, Leslie M., Ed.
Aims of Education.
ED 157 894//

Bruce, Bertram
A Cognitive Science Approach to Writing. Technical Report No. 89.
ED 157 039
Interacting Plans. Technical Report No. 88.
ED 157 038

Bruckner, Judith E.
A Study of the Relationship Between Self Concept and Reading.
ED 157 005

Brucksch, William F.
The Effects of Leadership Instructions and Sex-Pairing Upon the Evolution of Self-Disclosure Dyads.
ED 156 974

Bruno, Sam J., Ed.
Proceedings of the Southwest American Business Communication Association Spring Conference, New Orleans, Louisiana, March 23-26, 1977.
ED 157 060

Buckner, John H.
Supportive Evidence for the Language Experience Approach at the Kindergarten Level.
ED 157 635

Burke, Rebecca
Bioethics: New Responsibility for Human Service Administrators.
ED 157 342

Burnford, Fran
The Current State of Human Services Professional Education. Human Services Monograph Series, Number 7, May 1978.
ED 157 440

Burstein, Ina B.
Gender Issues in National Surveys: The Language of the Pollsters: 1936-1973.
ED 157 799

Butler, Roberta J.
Comparison of the University of Georgia Secondary English Education Evaluation Procedures with the Georgia Teaching Field Criterion-Referenced Test in Communicative Arts.
ED 157 057

Butler-Arlosoff, Nava
Training Teachers Towards Responsibility in Future Education: Innovative Models.
ED 157 302

Buzzard, Shirley, Comp.
Rural Development Literature 1976-1977: An Updated Annotated Bibliography.
ED 157 648

Byrd-Bredbenner, Debra Carol
Coordinated Inservice Leadership Development for Practical Nurse Teachers and Coordinators. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 9. Volume 16, Number 3.
ED 155 837

Byrne, Emily A.
Supermarket Resource Teacher.
ED 157 330

Cahn, Steven M., Ed.
Scholars Who Teach: The Art of College Teaching.
ED 157 466//

Callahan, William P.
International Perspectives in Curriculum Development in Special Education. Great Britain-USA.
ED 157 288

Cant, Malcolm J.
A Unique Team Approach to the Total Education of the Student with a Neurological Disorder.
ED 157 295

Cap, Orest
Technical Assistance Handbook for Increasing Business, Industry, and Labor Inputs into Vocational Education Personnel Development Programs.
ED 156 844

Carlson, Robert V.
A Meta Evaluation Pilot Study of a Clinical Teacher Evaluation Model.
ED 157 869

Carmack, William R.
Mass Communication and Politics: A Practical Perspective.
ED 157 126

Carmody, Timothy P.
Rational-Emotive, Self-Instructional, and Behavioral Assertion Training: Enhancing the Generalization and Maintenance of Treatment Gains.
ED 156 960

Carnes, Bruce M.
A Profile of Private Liberal Arts Colleges.
ED 157 446

Carnoy, Martin
Segmented Labor Markets: A Review of the Theoretical and Empirical Literature and Its Implication for Educational Planning.
ED 157 811

Carranza, Jose M., Ed.
Foreign Language Methodology Conference Workshop Reports, 1976.
ED 157 376
Foreign Language Methodology Conference Workshop Reports, 1977.
ED 157 377

Carroll, John M.
Community Information Centers and the Computer.
ED 157 497

Carter, Bernardita Yarur
Mainstreaming: The Effects on Social Interaction Among Preschoolers.
ED 157 634

Carter, Keith A.
Descriptive Social Reporting and Systematic Needs Assessment: Tools for Decision Makers.
ED 157 656

Cashion, Barbara G.
Covert Sexism in the Study of Suicide.
ED 156 930

Catterall, Calvin D.
The Psychological Rights of the Child.
ED 157 319

Celio, Mary Beth
The Development of a Measure of Attitudes Toward Age. Research Report = 8-77.
ED 157 946

Centra, John A.
How Universities Evaluate Faculty Performance: A Survey of Department Heads.
ED 157 445

Chambers, Letitia
The Challenge of Youth Employment in Urban Areas.
ED 156 914

Chambers, Richard
Educational Programs for the Handicapped.
ED 157 257

Chapman, E. Wayne, Comp.
A Teacher's Manual for Outdoor Classrooms -- How to Plan, Develop, and Use Them.
ED 157 666

Chenault, Joann
The Current State of Human Services Professional Education. Human Services Monograph Series, Number 7, May 1978.
ED 157 440

Chitayat, Deanna
The Motivation Advance Process. Leader's Guide.
ED 156 981
Women in a Changing World: A Handbook on a Pre-Admission Counseling Program for Mature Women Students.
ED 156 982

Chokey, Linda L.
The Relationship Between Child-Rearing Styles and the Effects of Familial Death on Pre-Adolescent Children.
ED 156 945

Choncoff, Mary, Comp.
Arizona in Books for Children.
ED 157 846

Christensen, Christian M.
Applicator Training Manual for: Agricultural Animal Pest Control.
ED 157 722

Applicator Training Manual for: Industrial, Institutional, Structural and Health-Related Pest Control.
ED 157 747

Chua, Tee Tee
Some Aspects of Special Education in Malaysia, Singapore, Thailand and the Philippines.
ED 157 320

Cieslicki, Dorothy
ACLCP Periodical Storage Center: Feasibility Study, September 1974-April 1975.
ED 157 526

Clarke, David H.
Developmental and Adapted Physical Education. Second Edition.
ED 157 885//

Clarke, H. Harrison
Developmental and Adapted Physical Education. Second Edition.
ED 157 885//

Claussen, Hartwig W.
The Forgotten Child - The Needs of the Hard of Hearing Child: Part II.
ED 157 310

Claxton, Charles S.
Conference Report: Improving College Teaching.
ED 157 494

Clement, Richard
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Etaugh, Claire
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Freedman, Sarah
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Frost, Frederica
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Goldberg, Paula
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Goodacre, Elizabeth J.
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Gross, Thomas F.
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Grosse, Reg
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Guenther, John E.
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ED 157 622

Yankielun, Judith E.
A Study of Adequacy: The New Jersey Area Libraries.
ED 157 560

Yonce, Leslie
Information and Referral Services: Evaluation Design for a Network Demonstration.
ED 157 557

Yore, Larry
Improving the Reading of Visual Materials in Intermediate and Junior Secondary School Science.
ED 157 004

Young, Bruce
The New England Farm Workers' Council: Case Study of a Community Service Organization.
ED 157 664

Young, James D.
Results of the Adult Continuing Education Survey Conducted During the 1977 Fall Evening School Semester.
ED 157 572

Young, Kan-Hua
The Economic Benefits of Schooling and Reading Competence.
ED 157 900

Yrle, Augusta C.
Designing, Implementing, and Assessing a Curriculum Evaluation Instrument.
ED 157 212

Zanot, Eric J.
Perceptions of the Advertising Man as Held by Future Practitioners and Their Neighbors.
ED 157 080

Zenke, Larry L.
Can Instructional Quality Be Preserved as Enrollments Decline?
ED 157 154

Zerchykov, Ross
Citizen Participation in Education. Annotated Bibliography. Second Edition.
ED 157 144

Zieky, Michael J.
Basic Skills Assessment. Manual for Setting Standards on the Basic Skills Assessment Tests.
ED 157 930//

Zierer, Ernesto
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ED 157 382

Ziv, Devorah
Environmental Education in Israel: Israel National Report to the United Nations Conference on Environmental Education.
ED 157 705//

Zucker, Jacob D.
The Department Head: A Study of An Authoritarian Leadership Model in American Higher Education.
ED 157 411

Institution Index

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g. Wisconsin University (for the University of Wisconsin). As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

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Accession Number —— ED 013 371

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ED 157 373

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ED 156 883
High School Courses with Volunteer Components. A Collection of Twelve Case Histories Describing High School Courses That Use Volunteer Activities to Complement Classroom Learning.
ED 156 882
It's Your Move. Working with Student Volunteers--A Manual for Community Organizations.
ED 156 881
Planning by Objectives. A Manual for People Who Work with Student Volunteer Programs.
ED 156 884

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EPSDT: A How-to Guide for Head Start Programs.
ED 157 624

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ED 157 539
Communication, Fifth and Sixth Graders, and the Essential Learning Skills Television Project.
ED 157 510
Coping in the 1980's: Inquiry Skills and Participation in Decision-Making for Fifth and Sixth Graders.
ED 157 511
Essential Learning Skills in the Education of Citizens.
ED 157 512
The ITV Experience at Evanston Township High School. Research Report No. 52
ED 157 541
Library Skills Instruction in the Fifth and Sixth Grades.
ED 157 513
School Television in the Archdiocese of New York.
ED 157 540
Some Notes on Research, Theory, and Production in Instructional Television.
ED 157 514
Teaching Mathematics: An Integration of Skill and Knowledge.
ED 157 515

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Science Study Aids 1: Dehydration for Food Preservation.
ED 157 693
Science Study Aids 2: Mushrooms - Nature's Recyclers.
ED 157 694
Science Study Aids 3: Carbohydrates - Nature's Energy Source.
ED 157 695
Science Study Aids 4: Plant Pigments - Studies in Color Changes.
ED 157 696
Science Study Aids 5: Tannin - Nature's Filter.
ED 157 697
Science Study Aids 6: Lysozyme - The Cooperative Enzyme.
ED 157 698
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ED 157 158

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ED 157 720

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ED 157 860
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ED 156 849

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ED 157 787
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ED 157 795//
Biosociology: A Study Guide. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 792
Ethical Issues and the Life Sciences. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 790//
The Ethnology of Traditional and Complex Societies. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 794//
An Instructors Guide to Water Pollution. Test Edition. AAAS Study Guides on Contemporary Problems, No. 5.
ED 157 789//
Origin of Man: Problems in the Interpretation of New Evidence. Test Edition. AAAS Study Guides on Contemporary Problems.
ED 157 786
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ED 157 791

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ED 157 702//
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ED 156 922
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ED 156 920

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[Thematic Issue: Career Trends in Speech Communication.]
ED 157 101

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ED 157 480
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ED 157 959
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ED 157 842
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ED 157 650

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ED 157 015
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ED 157 041
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ED 157 042
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ED 157 072
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ED 157 146
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ED 157 145
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ED 157 695
Science Study Aids 4: Plant Pigments - Studies in Color Changes.
ED 157 696
Science Study Aids 5: Tannin - Nature's Filter.
ED 157 697
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ED 157 222

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- CG—Counseling and Personnel Services
- CS—Reading and Communication Skills
- EA—Educational Management
- EC—Handicapped and Gifted Children
- FL—Languages and Linguistics
- HE—Higher Education
- IR—Information Resources
- JC—Junior Colleges
- PS—Early Childhood Education
- RC—Rural Education and Small Schools
- SE—Science, Mathematics, and Environmental Education
- SO—Social Studies/Social Science Education
- SP—Teacher Education
- TM—Tests, Measurement, and Evaluation
- UD—Urban Education

CE012855	ED156821
CE013466	ED156822
CE014477	ED156823
CE015088	ED156824
CE015216	ED156825
CE015675	ED156826
CE015718	ED156827
CE015804	ED156828
CE015939	ED156829
CE015994	ED156830
CE015995	ED156831
CE016245	ED156832
CE016484	ED156833
CE016490	ED156834
CE016522	ED156835
CE016527	ED156836
CE016573	ED156837
CE016605	ED156838
CE016615	ED156839
CE016622	ED156840
CE016639	ED156841
CE016692	ED156842
CE016700	ED156843
CE016707	ED156844
CE016735	ED156845
CE016745	ED156846
CE016746	ED156847
CE016748	ED156848
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CE016858	ED156852
CE016993	ED156853
CE017010	ED156854
CE017011	ED156855
CE017037	ED156856
CE017039	ED156857
CE017040	ED156858
CE017041	ED156859
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CE017069	ED156863
CE017091	ED156864
CE017118	ED156865
CE017121	ED156866
CE017126	ED156867
CE017132	ED156868
CE017136	ED156869
CE017137	ED156870
CE017146	ED156871
CE017147	ED156872
CE017148	ED156873
CE017151	ED156874
CE017152	ED156875
CE017153	ED156876
CE017156	ED156877
CE017158	ED156878
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CE017212	ED156882
CE017213	ED156883
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CE017245	ED156889
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CE017388	ED156917
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CE017471	ED156924
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CS004272	ED157052
CS004286	ED157053//
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CS204167	ED157055
CS204196	ED157056//
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CS204202	ED157058
CS204204	ED157059
CS204207	ED157060
CS204210	ED157061
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CS204212	ED157063
CS204213	ED157064
CS204214	ED157065
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CS204218	ED157067
CS204220	ED157068
CS204223	ED157069
CS204224	ED157070
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CS204228	ED157073
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CS204230	ED157075
CS204231	ED157076//
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CS204233	ED157078
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CS204254	ED157096
CS204255	ED157097
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CS204262	ED157099
CS501956	ED157100
CS502073	ED157101
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CS502098	ED157103
CS502113	ED157104
CS502114	ED157105
CS502115	ED157106
CS502116	ED157107
CS502124	ED157108
CS502126	ED157109
CS502148	ED157110
CS502154	ED157111
CS502163	ED157112
CS502165	ED157113
CS502166	ED157114
CS502167	ED157115
CS502169	ED157116
CS502170	ED157117
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CS502177	ED157122
CS502178	ED157123
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CS502194	ED157138
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EA010668	ED157144
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EA010681	ED157147
EA010683	ED157148
EA010684	ED157149
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EA010706	ED157161//
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EA010708	ED157163
EA010709	ED157164
EA010710	ED157165
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EA010712	ED157167
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EA010717	ED157169
EA010718	ED157170
EA010719	ED157171
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EA010721	ED157173
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EA010723	ED157175
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EC110696	ED157217
EC110775	ED157218
EC110776	ED157219
EC110777	ED157220
EC110778	ED157221
EC110779	ED157222
EC110780	ED157223
EC110781	ED157224
EC110782	ED157225
EC110820	ED157226
EC110821	ED157227
EC110822	ED157228
EC110823	ED157229
EC110911	ED157230
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EC111216	ED157239
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EC111308	ED157262
EC111309	ED157263
EC111310	ED157264
EC111312	ED157265
EC111751	ED157266
EC111752	ED157267
EC111753	ED157268
EC111754	ED157269
EC111755	ED157270
EC111756	ED157271
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EC111758	ED157273
EC111759	ED157274
EC111760	ED157275
EC111761	ED157276
EC111762	ED157277
EC111763	ED157278
EC111764	ED157279
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EC111767	ED157282
EC111768	ED157283
EC111769	ED157284
EC111770	ED157285
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New Thesaurus Terms

The following Descriptors have been added to the ERIC system since the publication of the seventh edition of the *Thesaurus of ERIC Descriptors* (published by Macmillan Information, Fall 1977, $9.95).

Main Terms appear in all capital letters. Synonyms, referring the user to Main Terms, appear in upper and lower case. The dates following Main Terms indicate the month and year in which they were approved. The following abbreviations are used: *SN = Scope Note; UF = Used For; Use = refers the user from a Synonym to a Main Term.*

Able Students (Del Jan78)
USE ACADEMICALLY GIFTED

Academic Advisement
USE EDUCATIONAL COUNSELING

ACADEMICALLY GIFTED Jan. 1978
SN Persons with superior ability or aptitude for academic learning.
UF Gifted Students

ACCESS TO EDUCATION Sep. 1977
SN Accessibility of an education to a student (including access to appropriate educational facilities, institutions, materials, and personnel).
UF Educational Access

Activity Learning (Del Jun78)
USE EXPERIENTIAL LEARNING

ADULT DAY CARE Mar. 1978
SN Care of disabled adults (handicapped, elderly, and those who are ill) during the day, in which health and social services are offered by professional and paraprofessional staff.

AFTER SCHOOL DAY CARE Mar. 1978
SN Care of school-age children after the end of the school day.

ALARM SYSTEMS Mar. 1978
SN Methods and materials employed to sound or signal emergencies or impending dangers.
UF Burglar Alarms
Intrusion Detectors
Smoke Alarms

ANTHROPOLOGICAL LINGUISTICS Oct. 1977
SN Application of anthropological and linguistic techniques to the study of speech communities, particularly those with no writing system; attention is given to specific interrelationships in the concurrent and systematic development of culture and language.
UF Linguistic Anthropology

APATHY Aug. 1978
SN Lack of feeling about, or interest in, things generally found stimulating or interesting.
UF Indifference

BASKETBALL Feb. 1978

BICYCLING Feb. 1978

BIOMECHANICS Mar. 1978
SN Science of the action of forces, internal and external, on living things.

BIRTH Oct. 1977
UF Childbirth
Labor (Childbirth)
Parturition

Brochures
USE PAMPHLETS

CANADA NATIVES Aug. 1977
SN Peoples indigenous to Canada (Canada's American Indians, Eskimos, or peoples whose ancestry is mixed with these groups).

CARTOGRAPHY Aug. 1977
SN Science or art of making maps.
UF Mapping

Choreography
USE DANCE

CLINICAL PSYCHOLOGY Oct. 1977
SN Branch of psychology devoted to psychological methods of diagnosing and treating mental and emotional disorders, as well as research into the causes of these disorders and the effects of therapy.

CODES OF ETHICS Jan. 1978
SN Standards of ethical conduct, violation of which may subject individuals to disciplinary action.
UF Honor Codes

College Enrollment
USE ENROLLMENT

College Registration
USE SCHOOL REGISTRATION

COMMUNITY SATISFACTION Jun. 1978
SN The extent to which individuals or groups are content with the quality of life in their immediate locale.

COMPETITION Mar. 1978
SN Rivalry between individuals or groups seeking the same object or goal.

Computation
USE CALCULATION

Consumerism
USE CONSUMER PROTECTION

Continuing Education (Adults)
USE ADULT EDUCATION

Continuing Education (Professional)
USE PROFESSIONAL CONTINUING EDUCATION

COOPERATION Mar. 1978
SN Action on the part of individuals or groups integrated toward the achievement of a common purpose.

Cultural Characteristics
USE CULTURAL TRAITS

DANCE THERAPY Feb. 1978
SN The therapeutic use of rhythmic motor activity (folk dancing, ballroom dancing, exercising to music, etc.) as a bridge to mental or physical well-being.

DEPRESSION (PSYCHOLOGY) Aug. 1978
SN Emotional state of dejection and sadness, ranging from mild discouragement to utter despair.
UF Despair
Despondency
Dysthymia
Melancholia

Destiny Control
USE SELF DETERMINATION

Diagnosis
USE IDENTIFICATION

Diagnosis (Clinical)
USE CLINICAL DIAGNOSIS

Diagnosis (Educational)
USE EDUCATIONAL DIAGNOSIS

DIFFERENCES Jan. 1978
SN Distinguishing elements or factors which differentiate one entity from another.

DISCLOSURE Mar. 1978
SN Communication of personal, organizational, or institutional information and records.
UF Public Disclosure

DISCOVERY PROCESSES Jul. 1966
SN (Scope Note Added) Ascertaining something existing but not yet known (Note: Do not confuse with "Inventions").

DOWNS SYNDROME Jan. 1978
UF Mongolism

ELIGIBILITY Aug. 1978
SN Qualifying for certain benefits or services (e.g., student eligibility for financial aid, institutional eligibility for accreditation, family eligibility for welfare assistance, employee eligibility for retirement).
UF Institutional Eligibility
Student Eligibility

Emotional Insecurity
USE INSECURITY

Employment Discrimination
USE EQUAL OPPORTUNITIES (JOBS)

ENDOWMENT FUNDS Sep. 1977
SN Capital sums set aside as sources of income--the principal of each sum is usually left intact and invested, while the income may be expended.
UF Educational endowments

ETHNICITY Oct. 1977
SN Identification with a specific kind of ethnic character, quality, or peculiarity; awareness of the ethnic character of oneself or others.
UF Ethnic Consciousness
Ethnic Identification

EVALUATORS Sep. 1977
SN Individuals who collect information according to a design and use such information as a basis for judging either the absolute or relative value of programs, products, or personnel.
UF Evaluation Specialists

Exceptional (Atypical) (Del Jan78)
USE EXCEPTIONAL PERSONS

Exceptional Children (Del Jan78)
USE EXCEPTIONAL PERSONS

EXCEPTIONAL PERSONS Jan. 1978
SN Persons atypical due to handicaps or giftedness.
UF Exceptional (Atypical
Exceptional Children
Exceptional Students

Exceptional Students (Del Jan78)
USE EXCEPTIONAL PERSONS

EXPERIENTIAL LEARNING Jun. 1978
SN Learning by doing; includes knowledge and skills acquired outside of book/lecture learning situations through work, play, and other life experiences.
UF Action Learning
Community Experience
Experience Based Education
Home Experience
Prior Learning (Experiential)

Exploratory Learning
USE DISCOVERY LEARNING

FACULTY DEVELOPMENT Oct. 1977
SN Activities to encourage and enhance faculty professional growth.
UF Faculty Growth
Faculty Improvement

FACULTY HANDBOOKS Aug. 1978
SN Guidelines developed and published by a school, college, or university that outline the duties of faculty members, their roles within the institution, procedures, and/or organizational information.

FEAR OF SUCCESS Aug. 1978
SN Need to refrain from maximally utilizing one's abilities in achievement situations because of expected negative consequences.
UF Success Avoidance

FEDERAL REGULATION Sep. 1977
SN Federal government control or influence based on legislation.
UF Federal Control

FIELD EXPERIENCE PROGRAMS Jul. 1966
SN (Scope Note Added) Practical experiential learning activities under institutional or organizational sponsorship, usually away from the classroom or campus--associated most often with Grades 10-16, and characterized as less formal and concentrated than professional internship programs (Note: Before Jun78, the use of this term was not restricted by a Scope Note).

Field Laboratory Experience
USE FIELD EXPERIENCE PROGRAMS

FUND RAISING Feb. 1978
SN Identifying, soliciting, acquiring, and cultivating financial resources (Note: Prior to Feb78, the instruction "Fund Raising, use Financial Support" was carried in the Thesaurus).

Gifted Students
USE ACADEMICALLY GIFTED

GOVERNMENT SCHOOL RELATIONSHIP Sep. 1977
SN Any interaction of an educational institution or school district with a local, provincial, or central government.
UF School Government Relationship

GRIEF Sep. 1977
SN Emotional state of intense sadness associated with external loss or deprivation.
UF Mourning

Guards (Border)
USE IMMIGRATION INSPECTORS

GYMNASTICS Feb. 1978

GYNECOLOGY Oct. 1977
SN Branch of medicine dealing with the diseases, hygiene, and reproduction functions of females.

HEARINGS Sep. 1977
SN Sessions in which witnesses are heard and testimony is recorded (Note: For U.S. Congressional hearings, coordinate "Hearings" with such Identifiers as "Congress," "Congress 95th," etc.).
UF Public Hearings

HORSEBACK RIDING Feb. 1978

Human Sexuality
USE SEXUALITY

ICE SKATING Feb. 1978

IMMERSION PROGRAMS Aug. 1977
SN Educational programs in which all curriculum materials are taught in a second language, generally at the elementary level and almost always within the context of a first language school.

INSTITUTIONAL AUTONOMY Sep. 1977
SN Freedom of an institution to act without external control.

INTELLECTUAL HISTORY Aug. 1977
SN Branch of history that deals with the evolution of ideas, how these ideas were influenced by various factors, and what happens to these ideas or thoughts among people in a given society.

INSTITUTIONAL CHARACTERISTICS Jun. 1978
SN Descriptive features of an institution, such as funding, size, demographics, and governance.
UF College Characteristics
School Characteristics
University Characteristics

Institutional Differences
USE DIFFERENCES (AND) INSTITUTIONAL CHARACTERISTICS

Interest Centers
USE CENTERS OF INTEREST

INTERPERSONAL ATTRACTION Aug. 1978
SN Perceived personal qualities (physical, mental, emotional, and social) drawing persons to one another.
UF Attractiveness (between Persons)

INVENTIONS Mar. 1978
SN Original products or processes (things not previously existing) developed by creative thought or experimentation--(Note: For "Discoveries," see the Descriptor "Discovery Processes").

Job Discrimination
USE EQUAL OPPORTUNITIES (JOBS)

Job Tenure (Del Aug78)
USE TENURE

JOGGING Feb. 1978
SN The exercise of running at a slow, regular pace, often alternately with walking.

Juvenile Delinquents
USE DELINQUENTS

LACROSSE Feb. 1978

LANGUAGE DOMINANCE Aug. 1978
SN The bilingual or multilingual individual's greater command of one of the languages in his/her repertoire.

LOAN REPAYMENT Feb. 1978
SN Repayment of financial debts or credits.
UF Defaulting on Loans

LANGUAGE MAINTENANCE Oct. 1977
SN The maintenance of a given language rather than its displacement by another language (includes maintaining the languages of cultural minority groups through family practices, rituals, concerted educational endeavors with society at large, etc.).

Liability (Responsibility)
USE LEGAL RESPONSIBILITY

MAINSTREAMING Jun. 1978
SN Progressively including and maintaining exceptional students (handicapped and gifted) in classes and schools with regular or normal students, with steps taken to see that special needs are satisfied within this arrangement.
UF Least Restrictive Environment (Handicapped)

Malnutrition
USE NUTRITION

MATHEMATICAL FORMULAS Aug. 1978
SN Equations or rules relating mathematical objects or quantities.
UF Mathematical Expressions

Metrication
USE METRIC SYSTEM

MIDDLE MANAGEMENT Jun. 1978
SN The intermediate level of management, excluding top-level management on the one hand and first-level supervision on the other.
UF Middle Level Management
Midmanagement

Minimum Competencies
USE BASIC SKILLS

Mongolism (Del Jan78)
USE DOWNS SYNDROME

MOVEMENT EDUCATION Feb. 1978
SN Developing and applying coordinated and rhythmical body movements in learning situations.

MULTICAMPUS COLLEGES Feb. 1978
SN Higher education institutions, including universities, which have multiple (two or more) locations.

Navaho (Del Jun78)
USE NAVAJO

NAVAJO Jun. 1978

NONCAMPUS COLLEGES Oct. 1977
SN Post-secondary institutions which dispense with the fixed campus in favor of rented, borrowed, or mobile facilities in many locations.

NONPROFIT ORGANIZATIONS Jan. 1978
SN Organizations not designed primarily to pay dividends on invested capital (Note: Prior to Dec77, the instruction "Nonprofit Organizations, use Voluntary Agencies" was carried in the Thesaurus).

NOVELTY (STIMULUS DIMENSION) Mar. 1978
SN A stimulus dimension which reflects the quality or state of being new or unfamiliar to an individual.

Nuclear Medicine
USE RADIOLOGY

ORIENTEERING Feb. 1978
SN The art or sport of cross-country navigation using a map and compass as guides--emphasis is on determining, then taking, the shortest and quickest way to a specified destination.

PARENTAL FINANCIAL CONTRIBUTION Aug. 1978
SN Partial or complete support of a student's educational expenses by a parent.

PEER INFLUENCE Feb. 1978
SN Pressure, either planned or unplanned, exerted by peers to influence personal behavior.
UF Peer Pressure

PERSPECTIVE TAKING Oct. 1977
SN The ability to perceive, or to react to, given situations (whether physical, social, or emotional) from other than one's own egocentric point of view.
UF Role Taking

PHARMACEUTICAL EDUCATION Aug. 1977
SN Formal study of the art and science of preparing and dispensing drugs and medicine.

PHYSICAL ACTIVITY LEVEL Mar. 1978
SN Extent of motor behavior manifested by an individual or group.
UF Activity Level (Motor Behavior)

PLACE OF RESIDENCE Jan. 1978
SN Locality of habitation including both site (geographic region) and type (housing).
UF Residential Location

POPULAR CULTURE Sep. 1977
SN Artistic and commercial expressions which reach a majority of the people through mass media, mass production, or transportation.
UF Mass Culture
Pop Culture

PORTFOLIOS (BACKGROUND MATERIALS) Jun. 1978
SN Collections of records, letters of reference, work samples, etc., documenting skills, capabilities, and past experiences.

PRAGMATICS Aug. 1977
SN The study of the aspects of meaning in language that are related to the use of language in a natural context.

Priority Determination
USE NEEDS ASSESSMENT

PRIVACY Oct. 1977
SN Condition whereby individuals or their properties are free from unwarranted scrutiny.

PROXIMITY Aug. 1977
SN Relative nearness in time, place, relationship, etc. (Note: Prior to Aug. 1977, the instruction "Proximity, use Distance" was carried in the Thesaurus).

QUALIFICATIONS Jul. 1966
SN (Scope Note Added) Abilities, aptitudes, or achievements that suit individuals to particular positions or tasks.

QUALITY OF LIFE Sep. 1977
SN Any combination of objective standards and subjective attitudes, both other- and self-imposed, by which individuals and groups assess their life situations.
UF Life Quality

QUOTAS Jan. 1978
SN Numbers or percentages to be met for a specific objective.

REGIONAL CHARACTERISTICS Jan. 1978
SN Those identifying qualities or traits which constitute the essential nature of a geographic area's people and resources.

Regional Differences
USE DIFFERENCES (AND) REGIONAL CHARACTERISTICS

Registration in School
USE SCHOOL REGISTRATION

Regular Class Placement (Del Jun78)
USE MAINSTREAMING

RESOURCE ROOM PROGRAMS Oct. 1977
SN Special classroom programs in which a specially trained teacher provides instructional support for students referred by regular classroom teachers.

RETRENCHMENT Aug. 1977
SN Reduction of costs or efforts, usually as an economic necessity.

ROLLER SKATING Feb. 1978

RUNAWAYS Aug. 1978
SN Persons who leave home without notice, and stay away for indefinite periods of time.
UF Adult Runaways
Juvenile Runaways

RURAL NONFARM RESIDENTS Aug. 1977

SCHOOL SECURITY Mar. 1978
SN Physical protection of school property, school personnel, and students from hostile acts or influences.
UF Campus Security

Security (Del Mar78)
USE SECURITY (PSYCHOLOGY)

SECURITY (PSYCHOLOGY) Mar. 1978
SN Being or feeling free from risk or uncertainty (Note: The Descriptor "Security," without parenthetical qualifier, was used from 1967 to Mar78).
UF Emotional Security

SECURITY PERSONNEL Mar. 1978
SN Persons employed by an institution or organization to provide physical protection from hostile acts or influences.
UF Guards (Security)

SELF DETERMINATION Mar. 1978
SN The right, power, opportunity, etc., of both individuals and peoples to determine their own destinies (Note: Prior to Mar78, the instruction "Self Determination, use Individual Power" was carried in the Thesaurus).

Self Image
USE SELF CONCEPT

Senior Executives
USE CHIEF ADMINISTRATORS

SENIORITY Jan. 1978
SN Priority in status or rank derived from age or length of service.

SEX FAIRNESS Aug. 1978
SN Not discriminating on the basis of sex (Note: Use for descriptions of materials, procedures, activities, or programs which treat the sexes equitably).

SKIING Feb. 1978
UF Snowskiing

SMALL COLLEGES Jan. 1978
SN Colleges with less than 2500 students.

SORORITIES Jan. 1978
SN Groups of women associated through social, scholastic, or professional interests.

SQUASH (GAME) Feb. 1978
SN Includes squash rackets and squash tennis.

STATE HISTORY Aug. 1977
SN History associated with individual states within the United States.

Superior Students (Del Jan78)
USE ACADEMICALLY GIFTED

SURGERY Oct. 1977
SN Branch of medicine which treats trauma and diseases wholly or in part by manual and operative procedures.
UF Operations (Surgery)

SWEDISH Mar. 1978

TECHNOLOGY TRANSFER Mar. 1978
SN Transfer of research results, technological developments, or knowledge from an original application to other settings.

TENURE Jul. 1966
SN (Scope Note Changed) Status of a person in a position or occupation (i.e., length of service, terms of employment, or permanence of position).

Top Level Managers
USE CHIEF ADMINISTRATORS

TORTS Jan. 1978
SN Private or civil wrongs, not including breach of contract, for which perpetrators may be legally prosecuted and injured parties may be compensated.

Transcripts (Academic)
USE ACADEMIC RECORDS

WATERSKIING Feb. 1978

WEIGHTLIFTING Feb. 1978
SN The lifting of standard weights in a prescribed manner, as a competitive event or conditioning exercise.
UF Weight Training

WRESTLING Feb. 1978

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